The BigPlan2

www.thebigplan2.co.uk

Cambridgeshire's Children and Young People's Plans 2009-12

better together

Children's Workforce Strategy 2009-2012

Introduction

Welcome to Cambridgeshire's second Big Plan. This is an important document which sets out the ambitions that Cambridgeshire County Council and the public bodies in Cambridgeshire have for our children and young people.

The Big Plan is our way of ensuring that we deliver improvements to all of the services that children and young people receive so that they can thrive and reach their potential whilst still enjoying childhood, whatever their background. Of course ensuring our children remain safe is critical to all of this.

We have achieved a lot over the last three years – but looking at data and listening to what children and young people, parents and practitioners (in both the statutory and voluntary sectors) have said over the last year, we've identified four main areas for improvement and this plan sets out how we will tackle these.

The Big Plan makes all the public services involved in children's services accountable for achieving these priorities. These are not easy tasks, but I am confident we will meet the challenge and, importantly, that our children and young people will be better off as a result.

Cllr Martin Curtis
Lead Member for Children and Young People
On behalf of the Cambridgeshire Children and Young People's Strategic Partnership.

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What is the Big Plan 2?

All local authorities, along with their partners, have the statutory responsibility to produce a Children and Young People's Plan. The Big Plan 2 is Cambridgeshire's second Children and Young People's Plan. The Plan sets the strategic priorities for children and young people's services and outlines how relevant organisations, working in partnership, plan to address these priorities. The Plan is developed and overseen by the Children and Young People's Strategic Partnership (CYPSP).

What is the Children and Young People's Strategic Partnership?

The CYPSP brings together representatives from a range of organisations and agencies. These organisations include: schools, colleges, the local district, city and county councils, NHS Cambridgeshire, health services, voluntary and community organisations, the Police, Fire Service, Jobcentre Plus and the Learning and Skills Council along with the Local Safeguarding Children Board (LSCB). The Partnership provides a forum for discussion and agreement of both strategy and practical action to improve outcomes for children and young people in Cambridgeshire. It is also responsible for delivering the children and young people's targets within Cambridgeshire's Local Area Agreement and supports joint work on government strategies such as Prevent and the child health strategy 'Healthy Lives, Brighter Futures'.

The CYPSP operates as a countywide group covering the Local Authority area for Cambridgeshire. It is supported by three area based Children and Young People's Partnerships for East Cambridgeshire and Fenland, South Cambridgeshire and Cambridge City, and Huntingdonshire who work with the District and City Council based Local Strategic Partnerships to deliver services for children and young people.

In November 2008, the Department of Children, Schools and Families provided new guidance on the role of Children's Trusts seeking to ensure faster improvements in outcomes for children and young people. During 2009, the Partnership will develop into a formal Children's Trust, with a Board led by members, trustees and non executive directors of the partner organisations, providing strategic direction and accountability. An executive group with the senior officers from the Partnership will support the Board and ensure that work is carried out. This development will meet the requirements of the new government guidance. The work plan to deliver this change is set out with the other action plans.

Safeguarding children and promoting their well-being is of the utmost importance to the Partnership. The independent chair of the Local Safeguarding Children Board (LSCB) is a member of the CYPSP in order to both support and challenge the partners to safeguard effectively. The LSCB is currently reviewing how it operates and its Strategic Development Plan will be monitored regularly by the CYPSP.

The vision for the Big Plan 2

We have high aspirations for children and young people in Cambridgeshire and want each and every child and young person to achieve their full potential.

By this we mean:

- to enjoy their childhood and teenage years
- be included and participate in their communities
- be healthy and safe
- be resilient
- be enabled to make informed choices about their life
- make the most of educational, training and employment opportunities
- make a successful transition to adult life

Working together

Strong partnership working is essential if we are to deliver the aspirations set out in this Plan. 'Working together' on the Big Plan 2 involves:

- planning together – now and for the future
- being committed to shared priorities and making things happen
- taking the very practical steps of training our workforces together
- pooling money
- jointly commissioning work
- safeguarding and promoting the welfare of children
- providing and sharing information
- ensuring that needs are met at the earliest stages
- integrating services and practices to make it easier to access them
- listening to and involving children, young people and their parents and carers when designing, delivering and evaluating the services and facilities we provide

Underpinning all of our work are the following delivery principles:

Access to the right services at the right time

Children and young people need to be able to access services when they need them. We will:

- plan our services to make sure that the needs of all children and young people are met
- design services with a focus on prevention and early intervention
- ensure there is continuity of support across key transition points

Inclusion

Each and every child has the right to the same opportunities. However, for some there are barriers to using services and some vulnerable groups are at greater risk of exclusion. We will:

- work pro-actively to remove barriers that prevent children and young people from using our services
- continue to be committed to addressing the issues of inclusion and access for those children and young people who are at greatest risk of exclusion

Involvement

We are committed to ensuring that the voices of children, young people and their parents/carers are at the centre of the decisions we make. We will:

- provide meaningful opportunities for them to participate in all aspects of decision-making which impact on their lives
- listen to their views, make real changes to service provision and facilities based on what they say and tell them how their ideas have made a difference
- provide them with opportunities to identify and raise issues they think are important
- view parents and carers as key partners and recognise the crucial role they play in achieving the outcomes set out in this plan

Working together

Our priorities can only be achieved if everyone works together. We will:

- promote, facilitate and enable improved joint working wherever possible
- look at opportunities to make the best use of what we have. This will include co-locating our services where it makes sense to do so and jointly plan, commission and fund services when it will be more efficient and effective

What we have achieved and monitoring progress

The first Big Plan

Since the first Big Plan, partners, children and young people have worked together to implement the actions we agreed. We have also learnt much from the implementation of our first plan and we are developing this plan accordingly.

The results of the work can be seen across Cambridgeshire with success in improving outcomes. For example more teenagers are staying in education, employment or training (including those in areas were there are traditionally fewer opportunities), more young people are doing well in GCSEs, fewer young people are entering the criminal justice system and the teenage conception rate has reduced.

Children and young people regularly take part in the Strategic Partnership meetings to support and challenge the Partnership, help the adults develop ideas and take decisions.

Underpinning our work has been the development of fourteen locality teams and twenty seven Children's Centres, made up of practitioners with different roles and from a range of organisations based in localities to help ensure services are delivered nearest to where people can access them.

We are not complacent: trying to ensure that we keep all children safe is always of concern and safeguarding arrangements, led by the Local Safeguarding Children Board, continue to be of the utmost importance.

The Big Plan 2

Delivery of the work identified in the plans will be carried out by a variety of people within teams from the partner organisations. Some of these services will be delivered through the Area Partnerships and some provided from countywide teams.

Monitoring progress

Performance will be measured against national indicators. However, as many of the national indicators can only be measured once a year, nor do they cover all the aspects we wish to include, we will use additional local indicators to help us see how our work is developing.

We will monitor the progress of our plan every three months and conduct a thorough review of progress on an annual basis. This will include Young Inspectors, from the Youth Assembly, carrying out their inspection and helping us understand what is going well and which areas of work need more attention or different approaches.

This annual review will be reported publicly through our website. The information it provides will allow us to adapt our plan where needed during the three years this plan covers.

The full review of the first Big Plan can be seen as part of our self assessment online www.thebigplan2.co.uk

Risk management

As part of our planning process we have identified risks to achieving improvements. One such risk is the impact of the economic downturn or recession: in Cambridgeshire, although we are seeing effects of the recession, as yet there is too little clear information on the scale of the impact it may have. Thus the partners have agreed to monitor the effect, particularly on housing, employment opportunities, domestic violence and emotional health and well-being.

What are the priorities?

Although good progress has been made since the first Big Plan, we recognise that there is still more to do to improve outcomes for children, young people and families.

To identify what we should focus on for the next three years, we have looked at:

- the views of children and young people from ongoing consultation and participation work. This includes the Young Inspectors audit of the last Big Plan, which highlights areas of success and where we can do more.
- the views of parents and carers gathered through a countywide consultation to inform the development of our Parent Support Strategy
- the views of professionals in the statutory and voluntary sectors
- what inspections of our services have said
- performance data and statistics, which tell us how children and young people in Cambridgeshire are doing. Cambridgeshire's Joint Strategic Needs Assessment for children and the Data Profile can be accessed at www.cambridgeshirepct.nhs.uk/default.asp?id=656

All of this information was considered together and four strategic priorities developed. The detail behind why each priority was selected is described in the priority section of this plan.

Our priorities for 2009-2012

- To help children and young people feel safe and happy in their communities
- To narrow the gap in outcomes for children and young people
- To improve outcomes for children and young people with learning difficulties and disabilities and complex needs
- To meet the needs of children and young people in areas of growth or demographic change

What are we going to do to deliver on these priorities?

Each of the priorities has an action plan, which details what we are going to do. These have been developed by action planning groups, made up of representatives from a range of partner organisations, including schools and the voluntary and community sector. The details in the action plans will develop through the life of the Big Plan 2.

The priorities chosen are improvement priorities and therefore do not cover all of the services for children and young people, but focus specifically on areas where we need to significantly improve outcomes over the next three years. These priorities will not be tackled in isolation from each other or existing work.

How do our priorities relate to the five Every Child Matters outcomes?

In the last Big Plan we organised our priorities under the five headings of: Be healthy, Stay safe, Enjoy and achieve, Make a positive contribution and Achieve economic well-being. For the Big Plan 2, all of the priorities contribute to more than one of these, so to show how strongly a priority is linked to each of the five outcomes we have used symbols.

Symbol for Be healthy
The symbol shown here reflects a **high link** to the outcome (large sized symbol, three bars)

Symbol for Stay safe
The symbol shown here reflects a **medium link** to the outcome (medium sized symbol, two bars)

Symbol for Enjoy and achieve
The symbol shown here reflects a **medium link** to the outcome (medium sized symbol, two bars)

Symbol for Make a positive contribution
The symbol shown here reflects a **low link** to the outcome (small sized symbol, one bar)

Symbol for Achieve economic well-being
The symbol shown here reflects a **low link** to the outcome (small sized symbol, one bar)

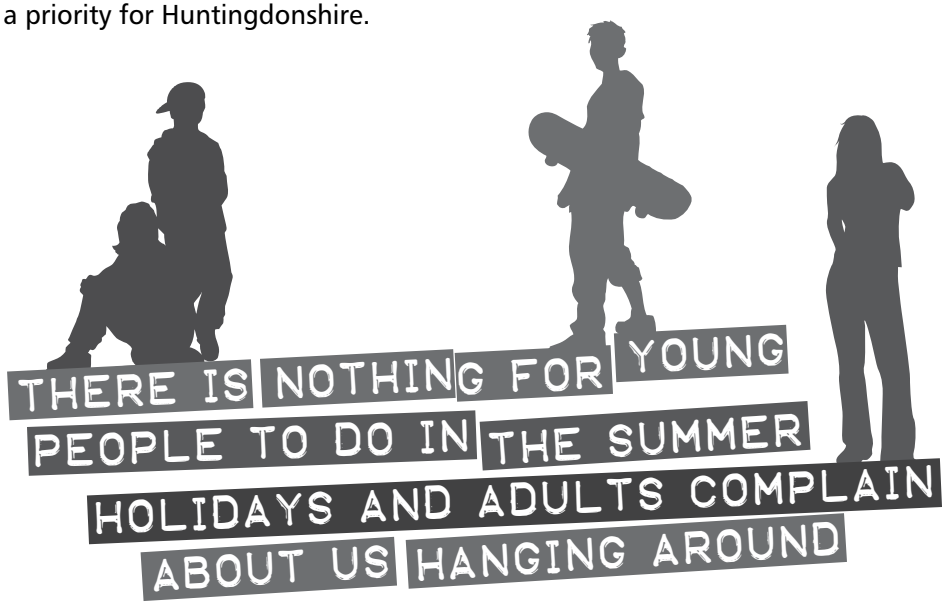
Priority 1.1 Safe places to play and access to positive activities

Why is this a priority?

This is a priority because children and young people in Cambridgeshire have told us that they are keen to have places to go and things to do in their spare time. Taking part in play and positive activities also allows children and young people the opportunity to grow and develop new skills.

At the moment there are a number of barriers that are preventing some children and young people from fully taking part in a variety of activities. Issues highlighted by children and young people include the safety of parks or places where they want to hang out, limited or poor quality facilities and a lack of suitable and accessible activities for all age ranges and abilities.

It is important that we address these barriers and provide all children and young people in Cambridgeshire with access to a range of positive activities and safe places to play. Huntingdonshire Area Partnership additionally identified this as a priority for Huntingdonshire.



What has already been done?

- Using money from government, work is underway to help us create more opportunities for play across Cambridgeshire
- A new adventure playground is being created in Fenland
- SureStart Children's Centres are providing more places for parents and young children to meet and play together across the county
- More activities for young people are being provided as the 'Youth Offer' is rolled out across the county
- The Youth Bank has allocated over £1 million in the last two years which has increased the amount of activities available to young people
- Over a quarter of a million pounds of LPSA reward funds have been allocated in Huntingdonshire to increase school holiday activities for 8-18 year olds
- In the last three years we have benefited from four of our schools becoming Specialist Sports Colleges (Comberton, Netherhall, Witchford and Hinchingbrooke) which has lead to 90% of young people in Cambridgeshire taking part in 2 hours of sports per week, an increase of 7% on the previous year
- Over the last three years we have attracted in excess of £2 million to provide several major top quality sports facilities based at school sites

Priority 1.1 Safe places to play and access to positive activities

What are the main challenges?

- Making the best use of the collective resources we have (recognising that the resource spent on youth work is low in comparison with other areas)
- Making sure the right information is communicated at the right time to young people so they know what is happening in their community
- Making sure that each and every child has the same opportunities to take part, wherever they live and whatever abilities they have

What we are going to do?

- Increase the skills and confidence of parents to play with their young children
- Create more dynamic and adventurous play for 8-12 year olds
- Create more informal opportunities for young people aged 13+ to play games and sports, meet with each other and with youth workers in safe places
- Make clear what every child and young person should be able to access so that future services can be planned to meet their needs
- Make sure there are enough skilled paid and voluntary workers delivering positive activities to children and young people who can also act as good adult role models
- Increase flexible access to leisure facilities, providing more opportunities for more children and young people to take part
- Develop arts facilities in areas where there are gaps
- Ensure children and young people with a disability have the same opportunities and that barriers to participation are actively removed
- Ensure that information about what there is to do is communicated in the best way to children, young people and parents
- Build parent and carer confidence to allow their children to play outside

How we will measure our achievement

We will measure progress through a number of performance indicators that are identified in the action plans and include national indicators (identified as NI numbers) and those that are part of the Local Area Agreement (LAA).

- Increase the percentage of young people taking part in positive activities *(NI 110 and LAA Target)*
- Increase the percentage of schools providing access to extended services for children, young people and parents *(NI 88)*
- Every young person aged between 5 and 16 years will have the opportunity to participate in at least 5 hours of sport every week by 2011
- Children and young people's rating of parks and play areas *(NI 199)*

How this priority links to other plans and strategies

Play Pathfinder project ■ District Council Play Strategies ■ Cambridgeshire's Cultural Strategy ■ Children's Centres ■ Youth Offer ■ Parent Support Strategy (and the introduction of the Families Information Service) ■ Huntingdonshire, East Cambridgeshire, Fenland, South Cambridgeshire and Cambridge City Sustainable Community Strategies ■ 2012 Olympics ■ Building Schools for the Future

Priority 1.1 Countywide action plan

Safe Places to play and access to positive activities

Partnership priority leads: Karen Daber, Chief Superintendent, Cambridgeshire Constabulary, and the Chair of the Local Safeguarding Children Board.

Objective	Key actions	Key people	Progress measured by	Resource/funding
1. Increase the skills and confidence of parents to play with their young children	Identify resources and create opportunities for the development of provision for parents and children in a variety of settings including schools, Children's Centres and hospitals	Maggi Hunt, Head of Early Years and Child Care, CCC Bob Dawson, Head of Children, Young People and Maternity, Cambs NHS	All Children's Centres will have identified play provision for their children and families by March 2010	Sure Start General Grant
	Investigate ways in which primary, secondary and special school grounds can be enhanced and used outside of the school day to facilitate better play opportunities for communities, focussing initially on the Building Schools for the Future programme	Maggi Hunt, CCC Extended School Coordinators Schools Ground Advisory Service	Percentage of BSF schools providing access to out of hours play opportunities by March 2010	Building Schools for the Future School Capital Funds Extended Schools Funding
2. Create more adventurous and challenging play for 8-12 year olds	Improve play opportunities in open spaces by: • sharing the 10 design principles from Play England with partners responsible for developing play opportunities • promoting the effective use of section 106 funding for new housing areas in order to redevelop and create new play spaces • working with local play partnerships and Networks to implement play policies and strategies	Maggi Hunt, CCC John Craig, Huntingdonshire District Council Karl Wilks, Cambridge City Council Hetty Thornton, Fenland District Council Rep. East Cambs District Council Rep. South Cambs District Council Parish Councils Voluntary Community Sector	18 new play sites developed by March 2010 All District Councils have had support to develop a play policy and strategy by March 2010	Play Pathfinder Big Lottery Section 106 Community Grants

This action plan is for 2009-10 and will be reviewed and updated annually

Priority 1.1 Countywide action plan

Objective	Key actions	Key people	Progress measured by	Resource/funding
3. Create more informal opportunities for young people aged 13+ to access positive activities in safe, well designed, supervised places	Identify gaps in youth activities as part of Youth Offer audit with a view to revising current programmes and developing new ones	Steve White, County Youth Work Manager, CCC District and City Councils Living Sport	Area specifications and procurement processes completed by March 2011	Big Lottery £53k PAYP
	Increase access to opportunities to participate in sport for 13+ as part of the roll out of the Youth Offer through Sports Unlimited and Bringing Young People into Sport grant schemes	Simon Fairhall, Living Sport District and City Councils Adult and Community Services, CCC	7410 young people participating by March 2011	Sport Unlimited £281,900 £20k BYPiS
	Increase access to arts and cultural activities as part of the roll out of the Youth Offer through Bringing Young People into Arts and Culture and 'Cambridgeshire Culture' grant schemes and commissioned work	Area Managers, Localities and Partnership, CCC Partners Voluntary and community sector	Targets met for increased activity (set with commissioned Arts and Culture providers) March 2010	£30k PPA £127kOCYPS
	Establish a minimum number of open access youth work sessions for 13+ in each locality according to population size, provided by a range of partners	Steve White, CCC Locality teams, CCC	Formula for each locality completed by September 2009 All localities meeting numbers of required sessions by March 2012	Existing provision
4. Make clear what positive activities every child and young person is entitled to access so that future services can be planned to meet their needs	Support improved understanding of play development and the influence of the Children's Charter to make explicit the rights of each and every child to play in Cambridgeshire	Maggi Hunt, CCC	Families Information Service publicises entitlement by September 2009 Entitlement is used to inform commissioning of play provision by September 2010	Existing
	Entitlement to 'things to do and places to go' agreed as part of the Youth Offer, with information made available through the development of Cambridgeshire.net and the Youthoria website	Steve White, CCC Youth Offer Project Board	Entitlement is used to inform commissioning of positive activities for young people from September 2009	£43k PPA

Priority 1.1 Countywide action plan

Objective	Key actions	Key people	Progress measured by	Resource/funding
5. Increase flexible access to leisure facilities, providing opportunities for more children and young people to take part	Undertake a review of leisure facility use in Cambridgeshire with a view to identifying the potential for more use by families and young people during affordable, identified 'downtimes'	Simon Fairhall, Living Sport District and City Councils Voluntary and Community Sector	Review completed August 2009	Living Sport
	Assess how effectively leisure facilities are enabling children and young people with a disability to take part as part of review outlined above	District and City Councils	Recommendations made about what actions facilities need to take to be inclusive, establishing a baseline about current participation by August 2009 Named officer for each leisure facility to act as key contact for children and young people with a disability by August 2009	Living Sport
	Audit how effectively recommendations from above are being taken forward	District and City Councils Speaking Up Living Sport	Target increase achieved from baseline of 2009 by March 2012	Existing
	Seek resources to support increased use of leisure facilities by families and young people	Simon Fairhall, Living Sport	At least one new successful funding application made in 2009/10 Number of young people using the provision increased from 2009/10 baseline Free swimming available for under 16's in East Cambs, Fenland and South Cambridgeshire Numbers participating in free swimming	DCMS Funding applications to be made
6. Develop Youth and Arts facilities in areas where there are gaps	Countywide service needs identified with proposal for how youth and arts facilities will be developed presented to Youth Offer Project Board	Positive Activities Project Co-ordinator, CCC	Recommendations taken to Youth Offer Board by September 2009	Existing

This action plan is for 2009-10 and will be reviewed and updated annually

Priority 1.1 Countywide action plan

Objective	Key actions	Key people	Progress measured by	Resource/funding
Continued... Develop Youth and Arts facilities in areas where there are gaps	Develop a Cambridgeshire wide Capital Strategy for Youth Facilities with a view to informing the development of more safe places to be, both in existing and new facilities	Richard Jenkins, Service Development Manager, CCC Town and District Councils Cambridgeshire Horizons Schools and Colleges	Strategy and implementation plan completed with options appraisal for financing the developments Submission to My Place Submission to My Place with one successful bid achieved by September 2010	Existing BSF Big Lottery MyPlace funding
7. Ensure children and young people with a disability have the same opportunities to participate and that barriers to participation are actively removed	Review all play strategies and Play Pathfinder, ensuring that activities and facilities are accessible to all wherever possible	Maggi Hunt, CCC	Audit against Cambridgeshire's Inclusion Policy and Best Practice Guidelines completed by September 2010	Pathfinder Existing
	All service specifications for the roll out of the Youth Offer to require organisations to demonstrate how they will ensure activities are inclusive, with activities monitored as part of the contract management	Area Managers Localities and Partnership, CCC	Method statement and assessment procedures in place, July 2009, January 2010 and January 2011	PPA
	An audit of extended services provided through schools to be undertaken to assess accessibility	Sian Phillips, Education Officer, CCC	Audit of extended services completed by September 2009 Report with recommendations presented to Extended Services Project Board and CSH/CPH by March 2010	Existing
	CYPS Locality Teams to receive 3 days consultancy from CYPS central services to assess accessibility of services	Area Managers Localities and Partnership, CCC	Locality plans for improvement completed by April 2011	

Priority 1.1 Countywide action plan

Objective	Key actions	Key people	Progress measured by	Resource/funding
8. Build parent and carer confidence to allow children to play outside	Consult with parents engaging with Play Pathfinder to identify fears, in order to inform a strategy for action to tackle barriers to play	Rachel Marshall, Play Strategy Manager, CCC District and City Councils Parish Councils	Strategy in place, including safer routes to school and use of volunteering models by March 2010	Pathfinder project
	Work with Highways, Transport and Planning Departments and within communities to deliver safer routes to play	District Council Play Leads Planning Highways and Transport departments, CCC		
	Identify resources with a view to building volunteering models and training for open space rangers, Playworkers and sports coaches	District Council Play Leads Voluntary and Community Sector	Resources identified by March 2010	Existing

Key performance measures – Year 1 and known Year 2	Target 09/10	Target 10/11
NI 110 Young people's participation in positive activities	83.5%	87%
NI 88 Increase the percentage of schools providing access to extended services for children, young people, parents	September 100%	September 100%
NI 57 Every young person between 5 and 16 years to have opportunity to participate in 5 hours of sport every week by 2011	Target available October 2009	
Number of new opportunities commissioned	Baseline year	
Percentage of 13-19 year olds participating in youth work	13%	14%
NI 199 Children and young peoples rating of parks and play areas they can access in their local neighbourhood is good or very good	48%	52%

The performance measures will be reviewed as the plans progress, some key performance measures will not be assessed until year two or three

This action plan is for 2009-10 and will be reviewed and updated annually

Priority 1.2 Tackling bullying and discrimination

Why is this a priority?

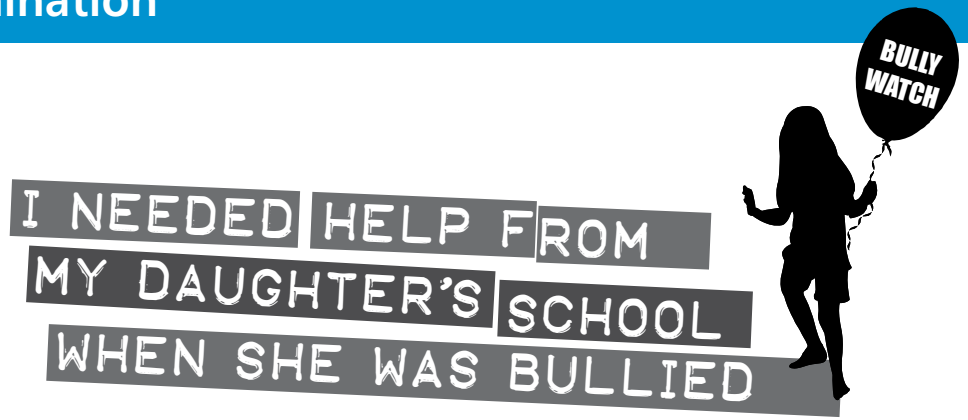
Bullying is a top concern for children and young people in Cambridgeshire. The results of Cambridgeshire's Health Related Behaviour Survey show that:

- 28% of children and young people are sometimes or often afraid of going to school because of bullying
- 24% say they have been bullied at or near school in the last 12 months
- 15% are subject to repeated incidents of bullying

What is bullying?

We define bullying as a persistent and deliberate attempt to hurt or humiliate someone. There may sometimes be misunderstanding about the meaning of the term 'bullying' – for example, one-off incidents, whilst they may be very serious and must always be dealt with, do not fall within the definition of 'bullying'.

We recognise the significant and often long-lasting effects that bullying can have and strongly believe that every child should be supported to deal with bullying issues. Whilst lots of work has taken place around bullying, more needs to be done. Consultation with children and young people has highlighted that more activity needs to take place to deal with bullying outside of school, for example at the youth club, as bullying and intimidation can often stop some children and young people from accessing extended services and community facilities.



What has already been done?

- A countywide anti-bullying strategy has been developed. Implementing the strategy is an ongoing piece of work
- A toolkit to help schools and settings develop anti-bullying policies is in place. This identifies different types of bullying and how they can be tackled
- An anti-bullying website has been launched: www.cambridgeshire.gov.uk/education/parents/welfare/bullying
- Anti-Bullying Input days have been provided for schools to help them enhance local strategies
- Considerable activity has taken place to raise the profile of bullying and encourage reporting, this includes locality based events run as part of Anti-Bullying Week and ongoing projects run by schools, locality teams and Voluntary and Community Sector Organisations
- The findings of the Young Inspectors review into the progress made against our priorities made in the first Big Plan highlighted lots of examples of schools using imaginative ways to help children and young people learn about bullying

Priority 1.2 Tackling bullying and discrimination

What are the main challenges?

- Bullying is often under reported and we need to make sure that children and young people are confident enough in the system for reporting and dealing with bullying to ask for help
- We need to ensure that all children and young people and their parents and carers have opportunities to access support for bullying
- Bullying doesn't just happen in schools and more work is needed to extend work into community settings
- Children and young people access a range of services and settings and we need to make sure that services work together to deal with bullying in a coordinated and consistent way
- The nature of different types of bullying can change over time and we need to make sure that our strategies for tackling bullying address these changes

What we are going to do:

- Develop a multi-agency partnership approach to bullying at both a county and local level
- Identify those groups and individuals who are at greater risk of bullying with a view to developing specific approaches and support. Groups identified so far are children and young people with learning difficulties or disabilities, Lesbian, Gay and Bi-Sexual young people and some Black and Minority Ethnic groups (including Gypsies and Travellers)
- Improve children and young people's perception, understanding and valuing of anti-bullying provision
- Make sure that anti-bullying work takes place in the community, not just schools
- Involve children and young people in the review and development of anti-bullying policies and interventions

How we will measure our achievement

We will measure progress through a number of performance indicators that are identified in the action plans and include national indicators (identified as NI numbers) and those that are part of the Local Area Agreement (LAA).

- Reduce the percentage of children who have experienced bullying *(NI 69 LAA Target)*
- Reduce the incidents of repeated bullying (Health Related *Behaviour Survey, HRBS)*
- Reduce the number of young people who said that 'at least' sometimes they had been afraid to go to school because of bullying and those who said they had been bullied in or near school *(HRBS)*
- Increase the percentage of young people who said that their schools had anti-bullying measures in place *(HRBS)*
- Increase the percentage of pupils who said these measures (if existing) were 'helpful' or 'very helpful' in their schools *(HRBS)*
- Increase the percentage who think the school takes bullying seriously *(HRBS)*

How this priority links to other plans and strategies

Cambridgeshire's Anti-Bullying Strategy ■ East Cambridgeshire, Fenland and South Cambridgeshire Sustainable Community Strategies ■ Safe To Learn, Community Safety Partnership plans

Priority 1.2 Countywide action plan

Tackling bullying and discrimination

Partnership priority leads: Karen Daber, Chief Superintendent, Cambridgeshire Constabulary, and the Chair of the Local Safeguarding Children Board.

Objective	Key actions	Key people	Progress measured by	Resource/funding
1. Develop a multi-agency partnership approach to bullying	Review the membership and focus of the County Council Anti-Bullying Group, with a view to developing a multi-agency partnership group, which is a sub-group of the Children and Young People's Strategic Partnership. This group will support local development of activity	Existing Countywide Group Anti-Bullying Lead for Childrens Services, CCC	Review takes place by December 2009	Existing
	Explore possible funding options for full-time dedicated anti-bullying coordinator to develop and support anti-bullying work countywide	Mary Whitehand, Head of Planning and Performance, CCC	Funding bid made by May 2009 to Immigration Impact fund for hate crime work	Bid for £30k
	Develop multi-agency forum discussions in areas or localities to focus on the issue of bullying (could use existing or new groups to do this). These could include schools, locality teams, Children's Centres, local voluntary and community sector organisations, police and children and young people	Area Partnerships	Agreement of how multi-agency work will be discussed locally provided to countywide multi-agency group by February 2010	Existing
2. Identify those groups and individuals who are at greater risk of bullying and discrimination with a view to developing specific information, guidance and support in how to tackle different types of bullying	Work with children and young people and specialist organisations and agencies to gather information and evidence about the issues for these groups of children and young people and how to tackle different types of bullying Groups of children and young people identified for year 1 include: children and young people with learning difficulties and/or disabilities Lesbian, Gay and Bi-Sexual young people (homophobic bullying) Some Black and Minority Ethnic groups, including Gypsies and Travellers (racist bullying)	Countywide group to coordinate	Information gathered by March 2010	Existing

This action plan is for 2009-10 and will be reviewed and updated annually

Priority 1.2 Countywide action plan

Objective	Key actions	Key people	Progress measured by	Resource/funding
Continued... Identify those groups and individuals who are at greater risk of bullying and discrimination with a view to developing specific information, guidance and support in how to tackle different types of bullying	Examine available data to look for correlation between experience of/anxiety about bullying and other factors relating to individuals and groups	Countywide group Anti-Bullying Coordinator		Existing
	Explore best practice for dealing with identified issues	Countywide group Anti-Bullying Coordinator, in conjunction with Area Partnerships	Guidance developed and disseminated to schools and settings by April 2010	
3. Make sure that anti-bullying work takes place in the community, not just schools	Multi-agency forums (in whatever format agreed) work to: • gain an understanding of local issues by reviewing local HRBS data around bullying and sharing qualitative information • listen to the voice of children and young people on bullying locally and involve them in developments • identify relevant community settings where bullying is an issue • develop a community anti-bullying policy, which is aligned with the local school's anti-bullying policy • share information, expertise, policies, resources and best practice related to bullying • establish what support is available from local organisations and agencies to support children, young people and professionals with bullying issues	Area Partnerships	Area Partnership plans detailing how this will be developed in place by December 2009	Existing

Priority 1.2 Countywide action plan

Objective	Key actions	Key people	Progress measured by	Resource/funding
4. Improve children and young people's perception, understanding and valuing of anti-bullying provision.	Ensure that all schools and settings are clear about what they should be providing around bullying	Countywide Anti-Bullying group	Guidance issued to schools and settings by December 2009	Existing
	Support governors to be aware of the role schools should play in reducing bullying	Barry Smethurst, Governor Adrienne Dunne, St Neots Locality Team, Governor Support Services, CCC	Governors Advisory Group and Governor Support Services to have discussed bullying and identified and begun governor training around the subject by December 2009	
	Continue to raise the profile and understanding of bullying amongst children, young people, their parents and carers and professionals	Countywide Anti-Bullying group and Area Partnerships		
	Ensure that policies and procedures are visible and understood by children, young people and professionals	Area Partnerships		
	Provide frontline professionals with information and training focused on dealing with different types of bullying	Children's Workforce Strategy	Training and development activity identified by September 2009 Training Plan in place by March 2010	
	Monitor and review the effectiveness of anti-bullying policies and practice. This must involve children, young people and their parents and carers	Area Partnerships		
5. Develop the skills, awareness and understanding of parents and carers in pre-school settings to prevent bullying and deal with it when it occurs	Work with the Parent Support Strategy Commissioning Plan to ensure the requisite skills, awareness and understanding are identified and included within the plan	Parenting Commissioner, CCC	Commissioning Plan includes bullying support, completed March 2010	Existing
6. Develop young people led anti bullying projects	Explore possible child and young people led anti-bullying projects - review of the learning and results of 'Kids As Commissioners' anti-bullying project to inform this work	Helen Andrews, Children's Fund Manager, CCC	'Kids As Commissioners' project review complete by March 2010	Children's Fund

This action plan is for 2009-10 and will be reviewed and updated annually

Priority 1.2 Countywide action plan

Key performance measures – Year 1 and Year 2	Target 09/10	Target 10/11
NI 69 Children who have experienced bullying (LAA Target)	47%	
NI 1 Percentage of people who believe people from different backgrounds get on well together (see LAA Target Action Plan)		81%

The performance measures will be reviewed as the plans progress, some key performance measures will not be assessed until year two or three

Priority 1.3 Reducing accidents and intentional injuries to children and young people

Why is this a priority?

Reducing accidents and intentional injuries to children and young people is a priority within Cambridgeshire's Local Area Agreement. Injuries are the main reason for visits to emergency departments, admissions to hospitals and death in children aged 0-14 years in the UK. Accidents are the leading cause of injury to children and disproportionately affect children from lower socio-economic areas.

In Cambridgeshire, during the period from April 2001 – March 2007, a total of 7,626 children and young people (0-17 years) had emergency hospital admissions as a result of unintentional or deliberate injuries.

Within this priority, it is important to distinguish between the two types of injury: accidental and intentional. An accidental injury could be a fall or an accident on the road, whilst an intentional injury is classed as deliberate harm to a child or young person, which could be inflicted by another person, for example a family member, or in the case of self-harm, by the young person themselves.

The Director of Public Health has commissioned research into local statistics to help us understand the biggest causes of accidents and intentional injuries to children and young people in Cambridgeshire. Initial findings, using hospital admissions data, indicate that:

- falls are the predominant cause of injuries in those under 15 years old, in particular for those children under 5 years
- intentional self-harm is the main cause of injuries in young people aged 15-17 years old
- additional data sources show that road traffic accidents are also a significant cause of injuries in children and young people

Safeguarding children and young people and promoting their welfare both in the home and the community is of the utmost importance to the Partnership. Safeguarding arrangements run through all of our activity and the impact of these will be measured through this priority.

What has already been done?

- There is a well established Local Safeguarding Children Board (LSCB) which is supported by three Area Safeguarding Children's Committees to enable a focus on local need
- A Local Safeguarding Children Board Child Death Overview Committee is in place and ensuring all child deaths are reviewed
- The LCSB has supported the development of the role of Children's Safeguarding Champions in each partner agency with Section 11 responsibility
- Road safety educational and practical on-road cycle training has been provided for 10-11 year olds in all schools across the county
- Safety in and around schools has been improved through school crossing patrol facilities and Safer Routes to School projects
- The work of the Domestic Violence Strategy Group has concentrated on raising awareness and accurate recording so that prevalence is better understood

Priority 1.3 Reducing accidents and intentional injuries to children and young people

What are the main challenges?

- Services need to understand more about how they can tackle accident prevention
- Communities too need to be supported to work together to keep children safe at home, in the street, at school or when taking part in a community activity
- Services need to understand better how they can ensure safeguarding children is everyone's business and give their staff the confidence and competence to act when they are worried about a child or young person's welfare

What we are going to do

- Use information on where and how children get injured so that we can devise and implement activity to reduce the number of injuries. This activity will address the different needs in different areas and for different ages of children as identified in the analysis of information
- Improve advice and support for parents (through our Children's Centres, Parent Support Advisers) so that parents learn how to prevent accidents, in particular falls
- Provide safe, local places to go and things to do for young people so that they have positive things to do in their spare time
- Ensure that safeguarding is everyone's business
- Implement the Neglect Strategy across Cambridgeshire
- Develop more effective ways of using information about our safeguarding practice to improve outcomes for all children and reduce the number who are deliberately harmed within their families
- Work with the Domestic Violence Strategy to develop preventative activity and support for children at risk or affected by domestic violence
- Develop a 'Stay Safe' card for young people with learning difficulties and/or disabilities

How we will measure our achievement

We will measure progress through a number of performance indicators that are identified in the action plans and include national indicators (identified as NI numbers) and those that are part of the Local Area Agreement (LAA).

- Reduce the rate of emergency hospital admissions caused by unintentional and deliberate injuries to children and young people *(NI 70 LAA Target)* focused on; the number of falls of children aged 0-5, road traffic accidents involving children aged 0-16 and self harm amongst teenagers aged 15-17 especially boys
- Reduce the percentage of repeat incidents of domestic violence *(NI 32 LAA Target)*
- Reduce the number of children aged under 16 years killed or seriously injured in road traffic accidents *(NI 48)*
- Reduce the number of preventable child deaths, as recorded through the Child Death Review process

How this priority links to other plans and strategies

Cambridgeshire's Local Area Agreement ■ Domestic Violence Steering Group ■ Child Death Overview Panel (preventing child deaths) ■ Priority 2.2 ■ Community Safety Partnerships ■ East Cambridgeshire, Fenland and South Cambridgeshire Sustainable Community Strategies ■ Local Safeguarding Children Board, Child Health Promotion Programme ■ Sustainable School Travel Strategy

Priority 1.3 Countywide action plan

Reducing accidents and intentional injuries to children and young people

Partnership priority leads: Karen Daber, Chief Superintendent, Cambridgeshire Constabulary, and the Chair of the Local Safeguarding Children Board.

Objective	Key actions	Key people	Progress measured by	Resource/funding
1. Reduce falls in the home amongst children under 5	Undertake social marketing around accident prevention: Review data on falls in the home for the 20% most deprived wards and map data to postcodes Explore and establish key safety messages. This will involve working with key professionals, such as Children's Centres Managers to improve advice and support to parents based on best practice Use MOSAIC to determine how best to communicate these messages	NI 70 Task Group	Review data and wards identified by July 2009 Key safety messages and guidance produced by October 2009 Marketing/communications plan in place by December 2009	Existing
2. Reduce the number of 0-16 year olds injured or killed in road traffic accidents	Collate information from the road safety partnership Stats 19	NI 70 Task Group	Review complete by September 2009	Existing
3. Reduce self-harm amongst young people aged 15-17	Collect evidence of self-harm to identify the nature of self-harm and any gender differences Explore and review what information, support and services are available for young people who self-harm, with a view to establishing any areas for development	NI 70 Task Group	Review complete and areas for development identified by April 2010	Existing
4. Ensure that there are appropriate services and support in place for children, young people and families affected by domestic violence	Implement the Children and Young People's Domestic Violence Action Plan Implement the Domestic Abuse Unit	Domestic Violence Co-ordinator in conjunction with LSCB	Domestic violence activity is measured by NI 32 Repeat incidents of domestic violence	Existing

This action plan is for 2009-10 and will be reviewed and updated annually

Priority 1.3 Countywide action plan

Objective	Key actions	Key people	Progress measured by	Resource/funding
5. Reduce the number of children who experience neglect	Implement the Neglect Strategy across Cambridgeshire	Carol Wells, LSCB	Dissemination of the Neglect Handbook by June 2009 Work with University of East Anglia to research into whether the Neglect Strategy is embedded with practitioners by April 2010	Existing
6. Ensure that safeguarding is everyone's business	Implement the benchmarking toolkit to enable agencies and organisations to assess and monitor the effectiveness of their safeguarding arrangements in relation to section 11 of the Children's Act (2004) Implement the LSCB strategic plan	Helen Chrystal/Peter Wilson, LSBC Quality and Effectiveness Group (QEG)	All relevant agencies to complete self-assessment by 3rd July 2009. Improvement plans will be monitored by LSCB Quarterly progress reports to CYPSP	Existing
7. Develop the Stay Safe card for young people with disabilities	Research the approach taken in Hertfordshire and Nottinghamshire to introduce this card Work with young people to identify the approach they feel should be taken for Cambs Identify funding for design and printing	Simon Crow, Cambs. Constabulary, Richard Holland, Development and Commissioning LDD Manager, CCC Mark Peck, Planning and Performance Manager, CCC	Research and discussions held with young people by October 2009 The process and funding needed to introduce a card planned and presented to CYPSP by December 2009 Cards in place by March 2010	Existing

Key performance measures – Year 1 and Year 2	Target 09/10	Target 10/11
NI 70 Hospital admissions caused by unintentional and deliberate injuries to children and young people (LAA Target)	87.5 per 10,000	84.5 per 10,000
NI 32 Repeat incidents of domestic violence (LAA Target)	28%	28%
NI 48 Reduce the number of children killed or seriously injured in road traffic accidents	26	
NI 59 Initial assessments for children's social care carried out within 7 working days of referral	72%	74%
NI 67 Child protection cases reviewed within timescales	100%	100%
NI 65 Percentage of children becoming the subject of a child protection plan for a second or subsequent time	12.5%	12.5%

The performance measures will be reviewed as the plans progress, some key performance measures will not be assessed until year two or three

Priority 1.4 Reducing the number of children and young people involved in anti-social behaviour and criminal activity

Why is this a priority?

Within Cambridgeshire, anti-social behaviour is a neighbourhood priority across all of the districts. The Community Safety Strategic Assessments carried out during 2008 show that anti-social behaviour related to young people is a key issue for each of the districts. The main concerns regarding anti-social behaviour involve young people hanging around on the streets and underage drinking, which is often linked to criminal damage.

Whilst the data highlights that young people and anti-social behaviour is an issue, it also highlights that young people are not the biggest perpetrators of anti-social behaviour. For example, in East Cambridgeshire 30% of recorded incidents of anti-social behaviour referred to young people. This figure was lower in the other districts.

Confusingly the term 'anti-social behaviour' is used to describe 3 distinct sets of behaviours and actions: low level non-criminal activity such as hanging around outside of shops by young people, low level criminal activity such as criminal damage and serious criminal activity such as violent offences. In Cambridgeshire, there is a high level of reporting to the Police of young people simply hanging around where there is a high level of perceived threat by those young people. Young people have told us that they are concerned about society's negative attitudes towards groups of young people and that not all young people 'hanging around' are causing trouble. Tackling these perceptions is a priority for this plan and links to priority 1.5.

We know that anti-social behaviour problems that arise in childhood can escalate into offending in the teenage years. Changing this behaviour and life course is important. Evidence suggests that prevention activities that focus on the social, economic, personal and mental health needs of children and their families does reduce the cause of anti-social behaviour and prevent later criminal activity. This priority therefore has a high interdependency with other priorities in the plan. These include:

- Improving educational achievement for all and narrowing the gap for specific groups of children and young people
- Ensuring children and young people have safe places to play and can access positive activities
- Children and young people are healthy and are supported to make healthy lifestyle choices
- Ensuring that parents and families receive good support to develop relationships with their children and are best placed to help their children achieve good outcomes (Parent Support Strategy)
- Anti-bullying work

What has already been done?

- A range of positive activities and targeted preventative work around anti-social behaviour has been provided. The Fusion programme and the Proud to be Loud scheme have been particularly successful in reducing anti-social behaviour over the holiday period
- We have successfully reduced the number of premises selling alcohol to under 18s, through a range of activities including test purchasing and the Think 21 campaign, which aims to encourage retailers not to sell age restricted products to young people

Priority 1.4 Reducing the number of children and young people involved in anti-social behaviour and criminal activity

- Community Alcohol Partnerships, which bring together trading standards, police, local businesses and other relevant agencies to tackle street drinking by under-18s have been established in two areas
- Multi-agency Anti-Social Behaviour Problem Solving groups take place in all districts
- Established Youth Inclusion and Support Panels (YISPs) for 5-13 year olds offer multi-agency support in the areas of highest need. A recent evaluation undertaken by Newcastle University highlighted that children in high need areas demonstrated improvements in their mental health and well-being, were less likely to get into trouble and were doing better at school
- The number of young people who entering the youth justice system has been reduced, with 178 less people in 2007-08 compared to 2005-06

What are the main challenges?

- The rate of proven re-offending
- Community perceptions of anti-social behaviour

What we are going to do

- Improve community perceptions around anti-social behaviour
- Tackle alcohol related anti-social behaviour and underage drinking
- Engage children and young people in Neighbourhood Panels
- Strengthen local partnership working around anti-social behaviour and crime
- Review the suitability of housing provision for young people
- Further reduce the number of first time entrants to the criminal justice system
- Reduce the number of young people who re-offend

How we will measure our achievement

We will measure progress through a number of performance indicators that are identified in the action plans and include national indicators (identified as NI numbers) and those that are part of the Local Area Agreement (LAA)

- Reduce the percentage of children and young people who worry 'quite a lot' or 'a lot' about crime *(HRBS)*
- Improve perceptions of anti-social behaviour *(NI 17)*
- Reduce the rate of first time entrants to the criminal justice system *(NI 111 LAA target)*
- Reduce the rate of proven re-offending by young offenders *(NI 19)*
- Reduce the percentage of young people within the youth justice system receiving a conviction in court who are sentenced to custody *(NI 43)*
- Increase the percentage of young offenders in suitable education, training and employment *(NI 45)*

How this priority links to other plans and strategies

5-13 Preventative Services Commissioning Strategy ■ Youth Crime Action Plan, East Cambridgeshire, Fenland, South Cambridgeshire and Cambridge City Sustainable Community Strategies ■ District Community Safety Plans ■ Equality and Community Cohesion in Cambridgeshire Schools ■ The Prevent Agenda

Priority 1.4 Countywide action plan

Reducing the number of children and young people involved in anti-social behaviour and criminal activity

Partnership priority leads: Karen Daber, Chief Superintendent, Cambridgeshire Constabulary, and the Chair of the Local Safeguarding Children Board.

Objective	Key actions	Key people	Progress measured by	Resource/funding
1. Improve community perceptions of anti-social behaviour (links to areas of focus 1.1 Safe places to play and positive activities and 1.5 positive images of young people)	Develop the engagement between schools and the Police and local agencies through the development of Safer Schools Partnerships. (A Safer School Partnership is a collaborative approach between a school, police and other local agencies to reduce anti-social behaviour, victimisation and crime) • The Constabulary to contact every secondary school in Cambridgeshire to highlight Safer Schools Partnerships and to gauge the level of demand / need with individual schools • The Constabulary to liaise with the Primary Heads group in order to promote engagement between Neighbourhood Policing Teams and Primary Schools	Karen Daber, Chief Superintendent, Head of Safer Communities, Cambs Constabulary	As a minimum, every school has a named police contact by April 2010	Existing
	Expand the Guardian Awareness Programme • Develop a protocol whereby the third GAP letter (or sooner, if appropriate) triggers a home visit to the family of the child / young person by the Constabulary. The purpose of the visit is to highlight the vulnerability of the child / young person and to consider additional support through consensual referral to the appropriate agencies • Establish information sharing agreements with the locality teams to enable more joined up working and support for young people engaging in anti-social behaviour	Karen Daber, Cambs Constabulary	Protocol is in place by October 2009 Information sharing agreements are in place by October 2009	
	Develop parenting early intervention programmes (PEIPs) in Cambridgeshire	Sharon Byrne, PSA Coordinator, CCC Parent Support Strategy Group	Parent Support Board to agree approach to PEIPs by September 2009 Progress and impact will be monitored by Parent Support Board	Think Familes Grant

This action plan is for 2009-10 and will be reviewed and updated annually

Priority 1.4 Countywide action plan

Objective	Key actions	Key people	Progress measured by	Resource/funding
2. Tackle alcohol related behaviour and underage drinking	Roll-out the Community Alcohol Partnership approach which is currently in place in St Neots and Cambridge	David Broughton, Head of Education, Trading Standards, CCC	One further CAP launched and established by April 2010	Existing
	Reduce the availability and illegal sale of alcohol to young people by carrying out targeted test-purchasing on premises		Reduce the number of problem premises selling alcohol to young people under the age of 18 to 25% The number of sales of alcohol to minors at randomly sampled premises is below 15%	
3. Further reduce the number of first time entrants to the criminal justice system	Review the current support and provision available in each area of the county for those at-risk of offending in order to ensure provision is effective and proportionate to need	Anna Jack, YOS County Manager, CCC	Review completed and prevention plan in place by April 2010	Existing
	Develop Family Intervention projects, as set out in the Youth Crime Action Plan	Tom Jefford, Head of Youth Support Services, CCC Parent Support Strategy Group	FIPs established in two geographical areas by November 2009 Progress and impact will be monitored by the Parent Support Project Board	Think Families Grant
	Develop a Restorative Justice Looked After Children Role to work in residential units across the county and target interventions to prevent offences committed in residential units	Anna Jack, CCC	Role recruited to by May 2009 Reduction in the percentage of LAC given a final warning, reprimand or charge	Existing
	Implement volunteer mentoring schemes to support preventative provision • Recruit and train first cohort of volunteers • Develop mentoring referral process and form • Promote the scheme and attract additional volunteers by setting up drop in evenings for prospective volunteers in locations around the county		Volunteers recruited and trained by May 2009 Referral form and process developed by July 2009 Drop in evening established around the county by December 2009. Effectiveness will be measured by the recruitment of volunteers	

Priority 1.4 Countywide action plan

Objective	Key actions	Key people	Progress measured by	Resource/funding
Continued... Further reduce the number of first time entrants to the criminal justice system	Implement the Youth Restorative Justice Disposal	Karen Daber, Cambs Constabulary	YRJD implemented by November 2009	Existing resources
	Develop joint working agreements between the Youth Offending Service and 14 Locality Teams to ensure seamless provision for those at risk of offending within the county	Anna Jack, CCC Locality Managers, CCC	Joint working agreements implemented August 2009	
4. Reduce the number of young people who re-offend	Increase the number of young offenders engaged in Education Employment and Training: Implement the ETE Steering Group work plan	Tom Jefford, CCC Education, Training and Employment Steering group	NI 145 Increase the number of young offenders in ETE	Existing resources
	Implement the Youth Rehabilitation Order as required by the Criminal Justice and Immigration Act	Tom Jefford, CCC	By end of November 2009	
	Implement Custody Panels to enable effective resettlement and prevent further offending	Anna Jack, CCC	Custody Panels in place April 09, work of panels will be ongoing. Measured by NI 19	
	Increase the number of young offenders with emotional and mental health needs engaged in the required assessments and interventions • Increase capacity by funding a full-time psychologist • Additional investment in tier two intervention – YOS to link with tier 2 intervention review		95% of young people in contact with YOS are screened Tier 2 review complete and actions/resources re tier 2 intervention identified by April 2010	

This action plan is for 2009-10 and will be reviewed and updated annually

Priority 1.4 Countywide action plan

Key performance measures – Year 1 and Year 2	Target 09/10	Target 10/11
NI 17 Perceptions of anti-social behaviour		9.8%
NI 111 Reduce the number of first time entrants to the criminal justice system	5% less than 2007/08 baseline	-5%
NI 19 Reduce the rate of proven re-offending by young offenders from the 2005 baseline of 0.89 offences per 100 offenders	Reduction in rate	
NI 43 Reduce the level of custodial sentencing for young people within the youth justice system to less than 5%	Less than 5%	
NI 45 Increase the percentage of young offenders in suitable education, training and employment - (Govt target 90%)	Increase on 56%	Increase further

The performance measures will be reviewed as the plans progress, some key performance measures will not be assessed until year two or three

Priority 1.5 Promoting positive images of young people

Why is this a priority?

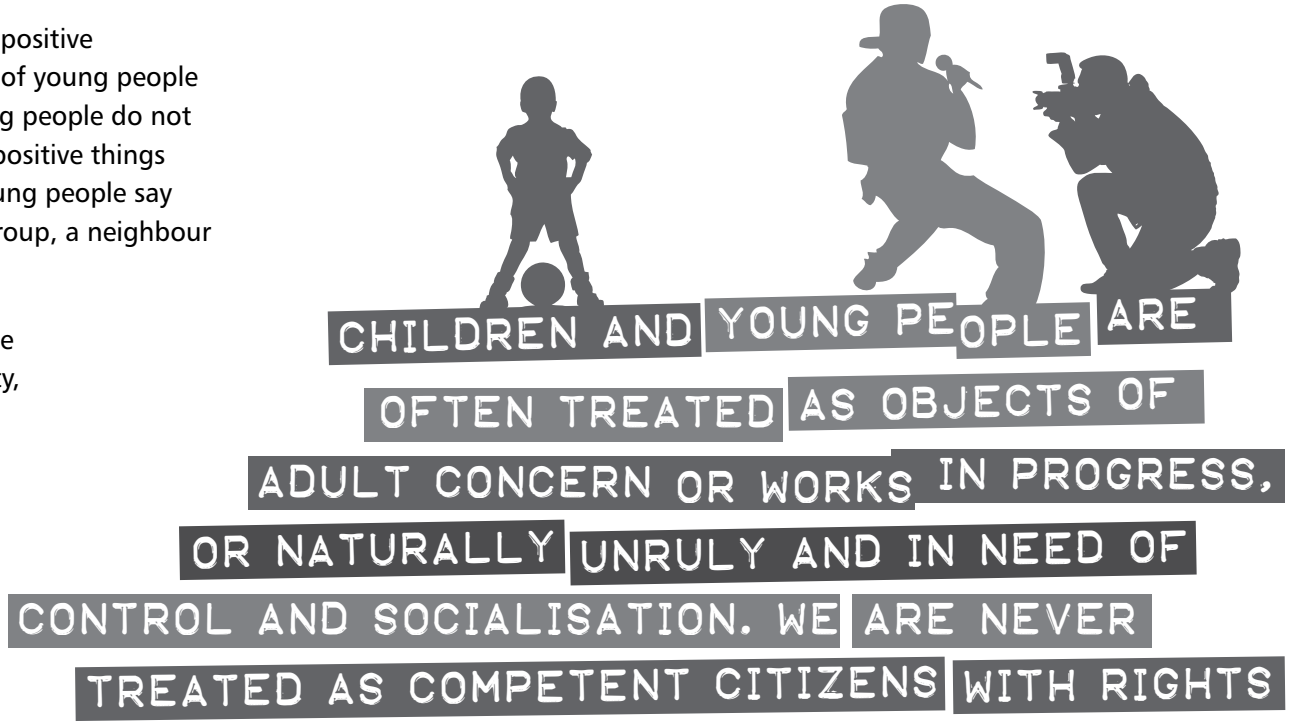
Children and young people are concerned that all young people are labelled 'bad' and would really like to change society's negative attitudes towards specific groups of young people.

Children and young people are keen to tell us that they have a positive contribution to make and that they want to change the image of young people that is portrayed through the media. Lots of children and young people do not conform to the negative stereotypes and actually do far more positive things than adults give them credit for. For example, two thirds of young people say they have given their time to help a charity, a local voluntary group, a neighbour or someone else in their local area in the last year.

Promoting positive images of young people is a priority because we are listening to children and young people across the county, who again and again are highlighting this as a top concern. We want to empower young people to change the way they are seen by society.

What has already been done?

- Workforce guidelines for challenging perceptions and creating positive images of children and young people have been developed, but these need to be effectively implemented
- A culture of volunteering is being promoted through the V programme
- Positive examples of intergenerational projects and young people contributing towards Parish Plans
- Workshops to help teenagers develop positive images
- 11 Million Take Over Day and I'm a Councillor Get Me Out Of Here have enabled children and young people to engage with Council members



Priority 1.5 Promoting positive images of young people

What are the main challenges?

- Barnardos recent research shows 49% of adults regard children as increasingly dangerous
- Effectively engaging the media in good news stories
- Ensuring meaningful participation of children and young people in promoting positive images
- Bridging the gap between children, young people and adults within their community
- Ensuring the workforce has the skills to effectively promote positive images of children and young people

What we are going to do

- Promote and enhance positive relationships between young people and the media
- Enable children and young people and adults to work together on issues that impact on their lives
- Improve adults' negative perceptions or attitudes to young people
- Increase knowledge about the positive things children and young people are doing
- Improve children and young people's positive image of themselves and each other

How we will measure our achievement

We will measure progress through a number of performance indicators that are identified in the action plans and include national indicators (identified as NI numbers) and those that are part of the Local Area Agreement (LAA).

- Improve perceptions that people in the area treat one another with respect and dignity *(NI 23)*
- Local indicators to be established

How this priority links to other plans and strategies

The Kids are Alright ■ Huntingdonshire Sustainable Community Strategy ■ The Youth Offer ■ The Prevent Agenda

Priority 1.5 Countywide action plan

Promoting positive images of young people

Partnership priority leads: Karen Daber, Chief Superintendent, Cambridgeshire Constabulary, and the Chair of the Local Safeguarding Children Board.

Objective	Key actions	Key people	Progress measured by	Resource/funding
1. Promote and enhance positive relationships between young people and the media	Establish a cross partnership project group to explore the development of a Young People's Press Office	Connexions Marketing Team, CCC	Group established by August 2009 Sourced funding by January 2010 Press office established by April 2010	Existing
	Pilot Young Activator Media Project in SCC Area, to inform development of Young People's Press Office	Romsey Mill	6 month evaluation report by October 2009 Full qualitative project report and toolkit by April 2010	£5000 Commissioning from SCC CYPS Area Team
	Investigate how we can link with schools and colleges to enhance the link between media courses and promoting positive images of young people	Connexions Marketing Team, CCC	Report and recommendations by November 2009	Existing
	Map, increase and promote media based work experience opportunities	Margaret Richards, Work Related Learning Services Manager, CCC	Increase in young people placed in media based work experience by July 2010	
2. Enable children and young people and adults to work together on issues that impact on their lives	Ensure engagement with 11 Million Take Over Day across Partnership at all levels	Participation Team, CCC	10 senior managers shadowed in each geographic area November 2009	Existing
	Investigate how we can make the best use of community engagement opportunities, such as Neighbourhood Panels, to help young people become more involved in their communities	Area Managers, Locality and Partnership Managers, CCC	Establish tool kit of good practice by December 2009 Evidence of increased community engagement of children and young people by March 2010	
	Develop processes that ensure children and young people are positively involved in community planning and allow them to make a meaningful contribution. Specifically: • New Growth Areas • Parish Plans	Cambridgeshire Horizons Cambridgeshire ACRE	Establishment of effective processes/toolkit to engage children and young people in planning for new growth areas Children and young people's involvement in development of all new Parish plans, by March	To be investigated

This action plan is for 2009-10 and will be reviewed and updated annually

Priority 1.5 Countywide action plan

Objective	Key actions	Key people	Progress measured by	Resource/funding
3. Improve adults' negative perspective/attitudes to young people	Build relationships between communications teams across the Partnership to ensure positive images of children and young people are ever present	Paul Ainsworth, Communications and Customer Relations Manager, CCC	Development of Partnership communications protocol for promoting positive images for children and young people by December 2009	Existing
	Develop protocol to ensure all organisations within CYPSP: • use positive language for projects working with young people and within plans. • recognise, acknowledge and promote young people's contributions and feed back to/thank young people who have been involved in consultations	Mary Whitehand, Head of Planning and Performance, CCC	Protocol developed by December 2009 Monitoring of feedback to children and young people following consultation and engagement in decision-making – ongoing	
4. Increase knowledge about the positive things that children and young people are doing	Promote and coordinate the use of award schemes and events to celebrate the good work achieved by and for young people	Steve White, County Youth Work Manager, CCC	Coordinated programme of award schemes by September 2009 Increase in projects/young people entering award schemes By March 2010	Existing
	Develop a media linked countywide children and young people's award scheme, based on the principles of: • Kids are alright campaign (Fenland) • Young People of the Year Awards		Increase in projects/young people entering award schemes by September 2010	
	Implementation of 'Spreading the good news' and 'Communications in CYPS' guidelines for promoting and sharing positive stories	Paul Ainsworth, CCC	Protocols/guidance updated and distributed by October 2009	
	Work with Children's Workforce Strategy to ensure delivery of Media Training for key staff across the Partnership	Keith Grimwade, Head of Professional Development Services, CCC	Establishment of training package by November 2009 Take up of training and Increase in Press Coverage by March 2010	
	Develop CYPSP data protection policy around taking and using images of children and young people to enable the development of a library of images of children and young people	Paul Ainsworth, CCC	Establishment of Policy by October 2009 Establishment of Library and use of positive images by March 2010	

Priority 1.5 Countywide action plan

Objective	Key actions	Key people	Progress measured by	Resource/funding
Continued... Increase knowledge about the positive things that children and young people are doing	Promote the use of arts based projects as an effective process for presenting positive images of children and young people, e.g. murals, giant images, theatre	Area Managers, Locality and Partnership Managers, CCC	Monitoring of successful arts and culture tenders from September 2009 Increase in use of positive images by March 2010	Youth Offer Positive Activities
5. Improve children and young people's positive image of themselves and each other	Develop and run a Youthoria photography competition and use winning entries to produce a calendar promoting positive images of young people (that could include key dates such as celebration events, awards and youth assembly)	Steve White, CCC	Production of calendar by December 2010	Existing
	Develop use of radio by young people • Web Radio • Links with Local Radio Stations		Establishment of Web Radio by April 2009 Establishment of children and young people's Radio Forum by October 2009 Increase in airtime by March 2010	
	Investigate the potential of web-based tools, such as social networking sites and video sharing		Establish protocol by November 2009 Development of social networking pages by March 2010	
	Identify existing examples of newsletters/magazines created by young people and assess and promote effective processes as a means for promoting positive images of young people to young people	Connexions Marketing Team, CCC	Mapping of newsletters/magazines by December 2009 Establishment of newsletters/magazines toolkit/ workshops for children and young people by March 2010	

Priority 2.1 Improving achievement for all and narrowing the gap for specific groups of children and young people

Why is this a priority?

Children and young people in Cambridgeshire generally achieve well and educational attainment is good overall. However, for some children and young people there is an achievement gap, which means they do not do as well at school or in other settings as other children and young people. Statistical evidence shows that the groups of children and young people who are most at risk of not achieving their potential are children from some Black and Minority Ethnic groups, children looked after by the local authority, children in receipt of free school meals and those living in areas of deprivation.

These are also significant factors in the choices that a young person makes post-16. Across Cambridgeshire the numbers of young people not in education, employment or training are good compared with national figures. However, there are some groups of young people who do not secure places in education, employment and training.

We want to make sure that all children and young people are supported to achieve their potential and are able to access and sustain education, employment or training when they leave school or college.

What has already been done?

- Significant support has been provided to support a range of strategies to help all children and young people, as well as underachieving groups, to make more progress
- Implementation of Phase 1 and 2 Children's Centres
- Development of a Parenting Strategy

Priority 2.1 Improving achievement for all and narrowing the gap for specific groups of children and young people

What are the main challenges?

- We recognise the crucial role that parents have to play in supporting their children's learning and aspirations. Enabling more parents to be better involved in a child's care, learning and development is therefore a key aim
- Addressing the needs of those living in deprivation

What we are going to do

- Improve outcomes for all children 0-7
- Improve outcomes for all children 11-19
- Narrow the achievement gap for Looked After Children, some Black and Minority Ethnic (BME) groups and children with Special Educational Needs and/or Learning Difficulties and Disabilities
- Narrow the achievement gap for those living in deprivation, the disaffected and at risk of disaffection
- Reduce the number of young people not in education, employment or training (NEET)

How this priority links to other plans and strategies

East Cambridgeshire, Fenland, Huntingdonshire, South Cambridgeshire and Cambridge City Sustainable Community Strategies ■ Children's Plan Building Brighter Futures ■ 14-19 Strategy ■ Building Schools for the Future ■ Prevent Agenda ■ Parent Support Strategy

How we will measure our achievement

We will measure progress through a number of performance indicators that are identified in the action plans and include national indicators (identified as NI numbers) and those that are part of the Local Area Agreement (LAA).

- Increase the percentage of children achieving in the Early Years Foundation Stage *(NI 72 LAA target)*
- Increase the percentage of children achieving level 4 or more in English and Maths at Key Stage 2 *(NI 73 LAA target)*
- Increase the percentage of young people achieving 5 or more A*-C grades at GCSE or equivalent including English and Maths *(NI 75 LAA target)*
- Reduce the percentage of persistently absent secondary school students *(NI 87 LAA target)*
- Narrow the gap between the lowest achieving 20% children and the rest in the Early Years Foundation Stage Profile *(NI 92 LAA target)*
- Increase the percentage of children making progress by 2 levels in English and in Maths between Key Stage 1 and 2 *(NI93 and 94 LAA target)*
- Increase the percentage of Looked After Children reaching level 4 in English, and level 4 in Maths at Key Stage 2; and increasing the percentage achieving 5 A*-C GCSE or equivalent (including English and Maths) *(NI 99, 100 and 101 LAA target)*
- Increase the percentage rate of attainment of specific groups of children from BME backgrounds *(NI 107, NI 108)*
- Reduce the percentage of children in poverty *(NI 116)*
- Reduce the percentage of 16-18 year olds who are NEET (not in education, employment or training) *(NI 117, LAA target)*
- Reduce the percentage of 19 year olds who have been in care who are NEET *(NI 148)*

Priority 2.1 Countywide action plan

A - Improve outcomes for all children 0-7

Partnership Priority leads: Perry Holmes, Corporate Director, Fenland District Council and Joe McCrossan, Chair of the Cambridgeshire Primary Heads

Objective	Key actions	Key people	Progress measured by	Resource/funding
A.1 Improve parental involvement in their child's care, learning and development	Develop and implement an action plan for 'engaging parents' involvement in the care, learning and development of their child	Helen Whiter, Service Director: Learning, CCC	Review of existing practice in engaging parents complete by September 2009 Action plan for engaging parents involvement in the care, learning and development of their child complete and implemented by Parenting Programme Board by October 2009 Evidence from Ofsted and other surveys indicates increased engagement	Existing Other funding to be confirmed
	Support Children's Centre Managers to ensure parents are aware of available advice from Sure Start Children's Centres and to seek high level of parental engagement	Jo German, Children's Centre Development Manager, CCC Locality Managers, CCC Children's Centre Managers	Improved access to Children's Centres for parents measured using e-start system by April 2009 Further review October 2009	Existing
	Support Children's Centre Managers to increase access to Children's Centre services amongst vulnerable and disadvantaged children (0-5) and families		Increased access to Children's Centres amongst vulnerable and disadvantaged children and families measured through collection of data, information through e-start system and annual conversations by April 2009 and reviewed October 2009 Pilot review of levels of engagement in December 2009	
	Support Children's Centre Managers to promote good parenting skills through Children's Centres		Increased skills of workforce in promoting good parenting skills measured through collection of data, information through e-start system and annual conversations by April 2009 and reviewed October 2009 Review of parenting support offered in December 2009	
	Pilot the Parents as Partners project, evaluate and extend to other Early Years settings	Maggi Hunt, Head of Early Years and Childcare, CCC	Evaluation of Parents as Partners pilot project indicates improved engagement of parents in children's learning Pilot February - May 2009 Evaluation June - July 2009 Extension September 2009 onwards	

This action plan is for 2009-10 and will be reviewed and updated annually

Priority 2.1 Countywide action plan

Objective	Key actions	Key people	Progress measured by	Resource/funding
A.2 Further improve the quality of self-evaluation by Early Years and Childcare settings	Implement the Early Years and Childcare Quality Framework (EYCCQF) across all services	Maggi Hunt, CCC	Implementation of the first cycle of EYCCQF in the private, voluntary and independent sector by February 2009 Evidence from Early Years Foundation Stage Advisors, School Improvement Partners (SIPs) and Ofsted inspection outcomes indicates improved self-evaluation using Early Years and Childcare Quality Framework Ofsted inspection outcomes (Private, voluntary and independent (PVI) 65% good or better Implementation of the first cycle of EYCCQF with Childminders by December 2010 Implementation of the EYCCQF in schools by Dec 2011	General Sure Start Grant allocation of funding Schools Standards Funding
	Differentiate levels of support and challenge to Early Years settings		A reduction in the number of settings receiving intensive support and challenge following differentiation of levels of support and challenge from 14% to 10% by July 2010 Ofsted inspection outcomes private, voluntary and independent (PVI) 65% good or better Differentiated levels of support to private, voluntary and independent (PVI) sector fully operational by June 2009	General Sure Start Grant allocation of funding
A.3 Improve progress made by children in schools with the lowest achievement in the Foundation Stage Profile	Improve alignment of support and challenge across all sectors	Maggi Hunt, CCC Sue Wilson, Head of Standards and Effectiveness (3-11), CCC	Improved alignment of support and challenge leads to high quality leadership and management (including Early Years Professionals pathways, where applicable) developed in Early Years Foundation Stage across all sectors Review December 2009	General Sure Start Grant allocation of funding Schools Standards Funding
	Evaluate the work of reception classes to ensure all children make the progress they should. Broker the appropriate support	Sue Wilson, CCC	Evaluation of the work of reception classes ensures all children make the progress they should and to improved Ofsted judgement in Early Years Foundation Stage to 90% good or better by September 2010	Existing resources

Priority 2.1 Countywide action plan

Objective	Key actions	Key people	Progress measured by	Resource/funding
A.4 Improve outcomes in identified areas of weakness in the Early Years Foundation Stage	Target support to improve children's social and emotional aspects of development	Maggi Hunt, CCC	Targeted support and training for settings to improve children's social, emotional aspects of development, communication, language and literacy and understand boys' learning and development Results in improved Foundation Stage Profile outcomes in children's social and emotional development and communication, language and literacy Evidence from networks of Early Years practitioners indicates improved partnerships to support in children's personal, social and emotional development (PSED) and communication, language and literacy development (CLLD) Ofsted inspection outcomes private, voluntary and independent (PVI) 65% good or better Training programme developed by September 2009	General Sure Start Grant allocation of funding
	Target support to improve communication, language and literacy, particularly mark making and writing			General Sure Start Grant allocation of funding Schools Standards Funding Communication, Language and Literacy Development (CLLD) Funding
	Target work with settings to support understanding of boys' learning and development			General Sure Start Grant allocation of funding
A.5 Provide targeted support and challenge to settings to improve outcomes for certain Black and Minority Ethnic groups including Travellers	Cross link to countywide action plan 2.1, objective C	Maggi Hunt, CCC	Targeted support and challenge to settings to improve outcomes for certain Black and Minority Ethnic groups including Travellers, improves: • take up of 3 and 4 year olds to Early Years education • registration and attendance at school in Early Years Foundation Stage • understanding demonstrated through self-evaluation	General Sure Start Grant allocation of funding Nursery Education Grant

This action plan is for 2009-10 and will be reviewed and updated annually

Priority 2.1 Countywide action plan

Objective	Key actions	Key people	Progress measured by	Resource/funding
A.6 Improve Children's Centres' access to information about children and families in their reach	Investigate potential pilot to improve information sharing between relevant agencies. Continue with developing the e-start system	Jo German, CCC	Pilot improves information sharing between relevant agencies as demonstrated through collection of data, information through e-start system and annual conversations Review December 2009	Existing funding
A.7 Improve standards at Key Stage 1	Provide support to children new to English Cross link to countywide action plan 2.1, objective C	Sue Wilson, CCC	Support to children new to English and challenge from School Improvement Partners to improve outcomes for children new to English Targeted programmes implemented during 2010/2011/2012 School Improvement Partner visits Autumn and Spring 2010/2011/2012	Standards Fund School Improvement Partner (SIP) Grant (Autumn SIP visit) Cambridgeshire County Council funding (Cambridgeshire Race Equality and Diversity Service)
	School Improvement Partners challenge and monitor schools			
	Research and implement strategies to meet the needs of summer born children		Research complete by July 2011 Guidance to be published to schools in July 2011 following research into the needs of summer born children	Existing resources Explore links with a local university
	Challenge schools through School Improvement Partners on the performance of underperforming groups of children, in particular those on free school meals		Improvement in the progress of identified groups particularly those on free school meals (FSM) in reading in Key Stage 1 from 66% to 75% Narrowed gap between these children in receipt of FSM and those not in receipt of FSM in Key Stage 1 from 20% to 15%	Standards Fund SIP Grant

Priority 2.1 Countywide action plan

Objective	Key actions	Key people	Progress measured by	Resource/funding
Continued... Improve standards at Key Stage 1	Promote strategies to reduce the gender gap at Key Stage 1 in English and Maths	Sue Wilson, CCC	Reduced gender gap in end of Key Stage 1 outcomes 2010/2011/2012 in reading and writing by 2 and 3 percentage points respectively by 2012	School Intervention Grant funding for targeted schools Primary National Strategy targeted resources
	Target support to improve writing at Key Stage 1		Improved Key Stage 1 writing outcomes in targeted schools from 75% to 79% Schools identified September 2009 and annually thereafter	Primary National Strategy targeted resources
	Target support to identified schools with significant underachievement in Key Stage 1		Improved Key Stage 1 outcomes in targeted schools in 2010 Schools identified each September	Primary National Strategy targeted resources

Key performance measures – Year 1 and Year 2	Target 09/10	Target 10/11
NI 72 - Achievement of at least 78 points across the Early Years Foundation Stage with at least 6 in each of the scales in Personal, Social and Emotional Development and Communication, Language and Literacy	62%	
NI 89 - Reduction of number of schools judged as requiring special measures and improvement in time taken to come out of the category	0	
NI 92 - Narrowing the gap between the lowest achieving 20% in the Early Years Foundation Stage Profile and the rest	27%	

The performance measures will be reviewed as the plans progress, some key performance measures will not be assessed until year two or three

This action plan is for 2009-10 and will be reviewed and updated annually

Priority 2.1 Countywide action plan

B - Improve outcomes for all children 11-19

Partnership Priority leads: Perry Holmes, Corporate Director, Fenland District Council and Joe McCrossan, Chair of the Cambridgeshire Primary Heads

Objective	Key actions	Key people	Progress measured by	Resource/funding
B.1 Improve the performance of identified schools	Develop the National Challenge project	Guy Dickens, Head of Standards and Effectiveness (11-19), CCC	Development of the National Challenge project means there are no schools below floor target by 2011 (See NI 78) Termly Local National Challenge Board meetings review progress. July 2009	Standards Fund National Challenge funding
	Implement Gaining Ground project		Implementation of the Gaining Ground project beginning in April 2009 results in significant improvement in CVA scores and the percentage of children achieving 5+A-C with English and mathematics in Gaining Ground schools Review of impact in July 2010 and July 2011	Standards Fund Gaining Ground funding
	Further refine the School Improvement Partner programme to improve outcomes for all		Further refinement of the School Improvement Partner programmes means performance is above the median for similar Local Authorities on Key Stage 4 outcomes by 2010	Standards Fund School Improvement Partner (SIP) Grant
B.2 Improve performance of specific underperforming groups of learners	Cross link to countywide action plan 2.1, objective C			
B.3 Provide an appropriate personalised curriculum to meet the needs of all learners	Promote, support and monitor impact of Key Stage 3 curriculum	Guy Dickens, CCC	Evidence from School Annual Review demonstrates positive implementation and impact of Key Stage 3 curriculum Monitoring activity undertaken by School Improvement Partners by July 2010	Standards Fund Secondary National Strategy Grant. Standards Fund School Improvement Partner (SIP) Grant

Priority 2.1 Countywide action plan

Objective	Key actions	Key people	Progress measured by	Resource/funding
Continued... Provide an appropriate personalised curriculum to meet the needs of all learners	Develop 14-19 curriculum opportunities including: • New GCSEs • Diplomas and other applied learning (See 14-19 Strategic Plan)	John Lucas, General Inspector: 14-19 education, CCC	14-19 curriculum opportunities demonstrated through Ofsted evidence of appropriate Key Stage 4 curriculum. Diploma entitlement in place by 2013 Termly and annual review of progress (for targets see LAA and 14-19 plan)	14-19 funding streams (various)
	Develop national Assessment for Learning (AfL) Strategy including Assessing Pupil Progress (APP) in all schools	Guy Dickens, CCC	Development of national Assessment for Learning (AfL) Strategy means Ofsted judgements of AfL are good or better in 80% or more schools NI 75 and 78 targets for 2009 and 2010 met By July 2010, AfL Strategy in place and implemented in all secondary schools	Standards Fund Secondary National Strategy Grant
B.4 Improve the quality of provision and outcomes post-16	Extend the role of the School Improvement Partner to support and challenge establishments with Sixth Forms, with a particular focus on improving performance	Guy Dickens, CCC	Extension of the role of the School Improvement Partner to support and challenge Sixth Forms from July 2009 means NI 79, 80, 81 and 82 targets for 2009 and 2010 are met	Standards Fund SIP Grant LSC Contract

Key performance measures – Year 1 and Year 2	Target 09/10	Target 10/11
NI 75 - Achievement of 5 or more A*- C grades at GCSE or equivalent including English and Maths	61%	
NI 78 - Reduction in number of schools where fewer than 30% of pupils achieve 5 or more A*- C grades at GCSE and equivalent including GCSEs in English and Maths	Target 2 schools	Target 2 schools
NI 89 - Reduction of number of schools judged as requiring special measures and improvement in time taken to come out of the category	0	

The performance measures will be reviewed as the plans progress, some key performance measures will not be assessed until year two or three

This action plan is for 2009-10 and will be reviewed and updated annually

Priority 2.1 Countywide action plan

C - Narrow the achievement gap for Looked After Children, some Black, Minority Ethnic (BME) groups and children with Special Educational Needs and/or Learning Difficulties

Partnership Priority leads: Perry Holmes, Corporate Director, Fenland District Council and Joe McCrossan, Chair of the Cambridgeshire Primary Heads

Objective	Key actions	Key people	Progress measured by	Resource/funding
CHILDREN LOOKED AFTER				
C.1 Improve achievement of Looked After Children at Key Stage 4	Provide 1:1 tuition for all Looked After Children where appropriate	Sue Hains, Headteacher, Cambridgeshire Community College (Virtual School)	Provision of 1:1 tuition and additional targeted intervention/tuition for Children Looked After who are Educated Other than at School (EOTAS) fully implemented by September 2009	Cambridgeshire County Council funding
	Provide additional targeted intervention/tuition for Looked After Children who are Educated Other than at School (EOTAS) students			Personal Education Allowance (Care Matters Grant)
	Improve the quality of education for EOTAS students through implementation of Behaviour Improvement Partnerships	Adrian Loades, Service Director Strategy and Commissioning, CCC	Quality assurance framework to monitor EOTAS provision implemented through Behaviour Improvement Partnerships Increase in the number of students receiving a full-time education All Secondary Schools will be part of a Behaviour Improvement Partnership by September 2009	Existing funding will be devolved to partnerships with the intention that over time it will be able to be used locally and for earlier preventative work
C.2 Develop schools' capacity to meet the needs of Looked After Children and raise attainment	Establish a designated teachers' network	Sue Hains, Cambridgeshire Community College	Designated teachers' network set up by July 2009 Meetings established termly to meet the needs of Looked After Children and raise attainment Annual evaluation of networking session demonstrates increased capacity in school to meet the needs of Looked After Children	Existing

Priority 2.1 Countywide action plan

Objective	Key actions	Key people	Progress measured by	Resource/funding
BLACK AND MINORITY ETHNIC GROUPS (BME)				
C.3 Improve the performance of Gypsy, Roma and Travellers at Early Years Foundation Stage and all Key Stages	Develop partnership working between pre-school, Children's Centres, Education Welfare Officers and Cambridgeshire Race Equality and Diversity Service to ensure higher attendance, transition and retention	Bethan Rees, Manager Cambridgeshire Race Equality and Diversity Service (CREDS), CCC	Partnership working between pre-school, Children's Centres, Education Welfare Officers and Cambridgeshire Race Equality and Diversity Service ensures improved rates of attendance, transition and retention (the latter in secondary schools) attendance from 78% to 81%; transition from 67% to 70% Review September 2009	Cambridgeshire County Council funding Gypsy, Roma and Traveller Achievement Programme (GRTAP) funding (until August 2009)
C.4 Improve performance of specific BME groups: Gypsy, Roma and Travellers, Black Caribbean, mixed white and Black Caribbean, Black African & mixed White & Black African, Pakistani, Bangladeshi	Implement the relevant National Strategies programmes (Ethnicity, Social Class, Gender Achievement / Ethnic Minority Achievement), including maintaining role of English as an Additional Language (EAL) Leading Teachers	Bethan Rees, CCC	National Strategy Programme implementation (Ethnicity, Social Class, Gender Achievement / Ethnic Minority Achievement) is effective with positive feedback from the Regional Adviser by September 2010	Cambridgeshire County Council funding EAL hubs funding (at least until August 2009) Primary National Strategy funding Cambridgeshire County Council funding
	Monitor the impact of additional funding Undertake a thematic survey to sample, highlight and disseminate good practice and positive impact of additional funding e.g. Personalisation funding, Ethnic Minority Achievement Grant (EMAG), National Strategy funding		Survey report on monitoring the impact of additional funding produced and disseminated by April 2010	

This action plan is for 2009-10 and will be reviewed and updated annually

Priority 2.1 Countywide action plan

Objective	Key actions	Key people	Progress measured by	Resource/funding
BLACK AND MINORITY ETHNIC GROUPS (BME)				
Continued... Improve performance of specific BME groups: Gypsy, Roma and Travellers, Black Caribbean, mixed white and Black Caribbean, Black African & mixed White & Black African, Pakistani, Bangladeshi	Develop Local Authority monitoring of exclusion of identified groups (Gypsy, Roma, Traveller and black pupils)	Jane Ryder-Richardson, Head of Access, CCC	Exclusion of identified over-represented groups (Gypsy, Roma, Traveller and black pupils) is reduced by December 2009	New county inclusion post
	CREDS & National Strategy teams to support School Improvement Partners to challenge schools to expect 3 levels' progress for identified BME pupils	Primary National Strategy & Secondary National Strategy Managers	CREDS and National Strategy teams' support to School Improvement Partners so that schools set targets for identified pupils to achieve 3 levels of progress between key stages School Improvement Partner visits: July and December 2009	Cambridgeshire County Council funding
C.5 Improve performance at Early Years Foundation Stage and all Key Stages of identified groups of English as an Additional Language (EAL) learners	Implement the relevant National Strategies programmes (New Arrivals Excellence Programme and EAL)	Bethan Rees, CCC	National Strategy programme implementation (New Arrivals Excellence Programme and EAL) effective with positive feedback from Regional Adviser by September 2010	Cambridgeshire County Council funding EAL hubs funding (at least until August 2010)

Priority 2.1 Countywide action plan

Objective	Key actions	Key people	Progress measured by	Resource/funding
BLACK AND MINORITY ETHNIC GROUPS (BME)				
C.6 Develop schools' capacity to meet the needs of and raise the attainment of children from identified BME groups	Maintain and develop school BME, Gypsy, Roma and Traveller networks (primary, special and secondary)	Bethan Rees, CCC	10 secondary and 30 primary schools regularly attending BME, Gypsy, Roma and Traveller networks by December 2010	Cambridgeshire County Council funding
	Promote schools' use of personalisation audit to create development plans to raise attainment of children from identified BME groups		Promoted use of personalisation audit means up to 40 schools with BME, Gypsy, Roma and Traveller (GRT) action plans/actions included in School Development Plans by April 2010	
	With schools and settings, identify, implement and disseminate successful strategies for engaging with BME, Gypsy, Roma and Traveller parents/carers and communities		Identification, implementation and dissemination of successful strategies for engaging BME, Gypsy, Roma and Traveller parents and communities means improved participation of parents/carers and engagement with communities by December 2010	
SPECIAL EDUCATIONAL NEEDS (SEN) / LEARNING DIFFICULTIES AND/OR DISABILITIES (LDD)				
C.7 Improve performance at Early Years Foundation Stage and all Key Stages of children with SEN / LDD	Develop a co-ordinated response between Access and Learning to raise the attainment of schools	Jane Ryder-Richardson, CCC Sue Wilson, CCC Guy Dickens, CCC	Improved performance in targeted schools September 2010	Existing resources
	Target schools who have a high percentage of children who are: • below Level 3 at KS2 • below Level 4 in English and Maths combined at KS2 • achieving less than two GCSEs or equivalent • not achieving 5 A-C including English and Maths		Work with targeted schools to achieve results in a reduction in the percentage of children achieving below level 3 at end of KS2 in English and Maths and less than 2 GCSEs or equivalent	
	Plan targeted interventions to support the lowest attaining children through the regular planning visits by the link specialist teacher and educational psychologist	Jane Ryder-Richardson CCC	Targeted interventions to support the lowest attaining children results in improved capacity of schools to meet needs of children with SEN/LDD evidenced by improvements in their achievement Review April 2010	Existing resources

This action plan is for 2009-10 and will be reviewed and updated annually

Priority 2.1 Countywide action plan

Objective	Key actions	Key people	Progress measured by	Resource/funding
SPECIAL EDUCATIONAL NEEDS (SEN) / LEARNING DIFFICULTIES AND/OR DISABILITIES (LDD)				
Continued... Improve performance at Early Years Foundation Stage and all Key Stages of children with SEN / LDD	Improve transition planning for children with SEN/ LDD, Early Years to Primary, Primary to Secondary, and 14+ transition planning	Jane Ryder-Richardson, CCC	Clear transition protocols for children with SEN/LDD are agreed and implemented (Early Years to Primary, Primary to Secondary, and 14+ transition planning) Greater consistency in learning programmes, effective monitoring and reviewing of children progress by September 2010	Existing resources
	Provide targeted support to Early Years settings with a high proportion of children performing within the lowest 20% (below a total point score of 78) (Cross reference A3)	Jane Ryder-Richardson, CCC Maggi Hunt, CCC	Targeted support to Early Years settings with a high proportion of children performing within the lowest 20% results in the raising of the mean point score of the lowest 20% above the current level of 63.2 Increase the FSP for the lowest 20% to 65 by September 2010	Existing resources Sure start funding
	Support schools to monitor the impact of Additional Educational Need (AEN) and SEN funding through provision mapping and monitoring the achievement of children with SEN	Jane Ryder-Richardson, CCC	Support to schools to monitor the impact of AEN and SEN funding improves achievement of the children identified in lowest 20% group using National Curriculum and p-scale data September 2010	Existing resources
	Develop Local Authority monitoring of exclusion of identified groups (SEN children). Proactively use data on fixed term exclusions to target SEN services		Local Authority monitoring of exclusion of identified groups reduces the exclusion rate of over-represented groups within the primary sector from 470 to 420 for School Action Plus and from 228 to 210 for children with statements Reduction in the number of SEN children at School Action Plus and Statement who have repeated exclusions from 93 to 85 by December 2009	New CYPS inclusion post
	Reduce the number of children missing their full educational entitlement through collaborative approach across Social Care, Access services, and Locality staff		Effective data collection for children missing education reduces the number of children missing their full time entitlement. A database and data collection process will be implemented by December 2009 Appropriate educational support arrangements in place to increase educational achievements by December 2009	Existing resources shared priorities across services

Priority 2.1 Countywide action plan

Objective	Key actions	Key people	Progress measured by	Resource/funding
SPECIAL EDUCATIONAL NEEDS/LEARNING DIFFICULTIES AND/OR DISABILITIES				
C.8 Develop schools' capacity to meet the needs of and raise the attainment of children from identified SEN/ LDD groups	Develop the capacity of schools to meet the needs of children with SEN/LDD promoting Quality First Teaching and more targeted programmes based on inclusive approaches to meet individual needs	Jane Ryder-Richardson, CCC	Activity to develop schools' capacity to meet the needs of children with SEN/LDD measured through the impact of Inclusion Development programme with pilot schools by September 2009 Evaluation and monitoring of intervention programmes in terms of raising achievement of children with SEN by September 2009	Existing resources

Key performance measures – Year 1 and Year 2	Target 09/10	Target 10/11
NI 101 - Looked after children achieving 5 A*-C GCSEs (or equivalent) at Key Stage 4 (including English and mathematics)	24.1%	
NI 107 - Key Stage 2 attainment for BME groups	*	*
Bangladeshi	68%	58%
Black African, mixed White and Black mixed African	69%	62%
Black Caribbean	75%	50%
Mixed White and Black Caribbean	73%	75%
Pakistani	52%	65%
Gypsy, Roma and Traveller	46%	41%
Any other Black background	71%	56%
NI 108 - Key Stage 4 attainment for BME groups	*	*
Bangladeshi	51%	52%
Black African, mixed White and Black mixed African	52%	46%
Black Caribbean	46%	51%
Mixed White and Black Caribbean	54%	47%
Pakistani	60%	41%
Gypsy, Roma and Traveller	6%	29%
Any other Black background	38%	56%

The performance measures will be reviewed as the plans progress, some key performance measures will not be assessed until year two or three

*Data is not comparable between 09/10 and 10/11 - Different approaches have been taken to further improve data accuracy for 10/11

This action plan is for 2009-10 and will be reviewed and updated annually

Priority 2.1 Countywide action plan

D - Narrow the achievement gap for those living in deprivation, the disaffected and at risk of disaffection

Partnership Priority leads: Perry Holmes, Corporate Director, Fenland District Council and Joe McCrossan, Chair of the Cambridgeshire Primary Heads

Objective	Key actions	Key people	Progress measured by	Resource/funding
DEPRIVATION				
D.1 Work to address the underpinning causes of inequities in health and achievement outcomes and reduce the number of children living in deprivation and poverty	Review approach in Cambridgeshire against the Child Poverty Strategy to achieve: parents in work that pays; financial support for families; improvement in the life chances of children so poverty does not translate into poor outcomes; safe and cohesive communities	Gordon Jeyes, Executive Director: Children and Young People's Services, CCC Cross agency working group	Cross-agency group established in September 2009. Mapping of current activity against the strategy by October 2009 Gap analysis and action plan with progress measures developed using Turning the Curve approach March 2010 Plan underway and activity monitored quarterly	Staff time from all partner agencies
	Family Nurse Programme is implemented in at risk areas	Head of Children, Young People and Maternity, Cambs NHS	FNP steering group in place July 2009 Recruitment of additional nurses by December 2009 FNP in place by April 2010	FNP funding
	Initiate discussion with District Council housing officers and supporting people on the housing needs of families, teenagers and children and young people with complex needs	Mary Whitehand, Head of Planning and Performance, CCC	Initial meeting with SP and 2 housing representatives held by August 2009 to scope out work needed Action plan identified with wider housing group by October 2009	Existing resource
	Support improvement of parental access to all support services and knowledge of benefit support	Jo German, Children's Centre Development Manager, CCC	To support the improvement of parental access to all support services and knowledge of benefit support, evaluation of number of benefit claimants, examined on an annual basis beginning April 2009 Review December 2009	
	Explore alternative measures of indicators of deprivation to identify cohort	Sam McLaughlin, Education Officer (Projects), CCC	Alternative indicators/measures of deprivation identified and used to measure performance by October 2009	

Priority 2.1 Countywide action plan

Objective	Key actions	Key people	Progress measured by	Resource/funding
DEPRIVATION				
D.2 Promote community cohesion	Evaluate and extend work with targeted schools on community cohesion	Bethan Rees, CCC	Community Cohesion curriculum development pilot in target schools shared across county and evaluation by February 2010 to July 2011 DCSF toolkit shared with all schools by December 2009 and promoted at a minimum of 3 local events Ofsted reports positive about community cohesion	Existing resources (inc. CCC Integrated Planning Process funding)
D.3 Improve the progress made by children living in deprivation	Establish a task group to develop and co-ordinate actions across Children and Young People's Services	Gordon Jeyes, CCC	Task group to develop and co-ordinate actions across Children and Young People's Services established April 2009 Implement January 2010	Existing resources
	Cambridgeshire Primary and Secondary Headteacher Learning groups to review and develop action plans	Sue Wilson, CCC Guy Dickens, CCC	Action Plan complete by July 2009 and reviewed by Cambridgeshire Primary and Secondary Headteacher Learning groups	Resources to be determined during action planning process
	Evaluate the use of Deprivation Fund within schools		Analysis of School Improvement Partner reviews of use of Deprivation Fund within schools indicates funding is directed appropriately towards Free School Meal pupils and other identified groups Evidence of improved performance of FSM pupils and other identified groups School Annual Review process (2010, 2011, 2012)	Standards Fund School Improvement Partner Grant
	Identify the most effective extended schools activities in schools	Area Managers Locality and Partnership, CCC	Identification of the most effective extended schools activities results in an increased range of extended school activity to meet needs by April 2010	Extended Schools Grant Extended Schools Co-ordinators CYPS Locality Manager time

This action plan is for 2009-10 and will be reviewed and updated annually

Priority 2.1 Countywide action plan

Objective	Key actions	Key people	Progress measured by	Resource/funding
DEPRIVATION				
Continued... Improve the progress made by children living in deprivation	Raise aspirations through evaluating and extending the Extra Mile project in Primary and Secondary schools	Sue Wilson, CCC Guy Dickens, CCC	Evaluation and extension of the Extra Mile project in Primary and Secondary schools published to identify impact of projects on pupil outcomes by September 2010	Cambridge City Council (7 Cambridge primary schools and 1 secondary school) Existing resources (8 Wisbech primary schools) Standards Fund Secondary National strategy funding to disseminate DCSF Extra Mile outcomes
	Raise career aspirations through developing and rolling out career conventions, modelled in Wisbech, across additional localities	Area Managers Locality and Partnership, CCC	Evidence from career conventions evaluation shows raised awareness and raised aspiration levels in identified locality By 2010 each Area to have held a career convention in area where Not in Education, Employment or Training (NEET) / unemployment figures are worse	Relevant Locality Manager
	Target resources in schools which have attendance/ persistent absenteeism rates significantly different from the county average	Martin Smith, Attendance and Behaviour Manager, CCC	Resources targeted on identified areas of need where attendance/persistent absenteeism rates significantly different from the county average Attendance targets for 2009/10 Primary: 95.35% Secondary: 93.05% and Special 92.40% Secondary persistent absence targets 2009/10 5.2% and 2010/11 4.7%	Existing resources
	Ensure action is taken to protect the educational entitlement of vulnerable and at risk groups		Levels of enforcement action are comparable to those of Ofsted statistical Neighbour Local Authorities by April 2012	

Priority 2.1 Countywide action plan

Objective	Key actions	Key people	Progress measured by	Resource/funding
DEPRIVATION				
D.4 Improve parental involvement in their child's care, learning and development 0-19	Cross link to countywide action plan 2.1, objective A			
DISAFFECTION				
D.5 Reduce the causes of disaffection	Ensure delivery of a personalised curriculum appropriate to the needs of the individual (Cross reference to 14-19 Stategy)	Sue Wilson, CCC Guy Dickens,CCC Quality First Teaching (QFT) Group	Guidance on Quality First Teaching published to ensure delivery of a personalised curriculum appropriate to the needs of the individual by July 2010 Guidance on personalisation disseminated at termly meetings for school leaders by July 2010 and annually up to July 2012	Standards Fund National Strategies Grants Standards Fund School Improvement Partner (SIP) Grant
	Implement Behaviour Improvement Partnerships (BIPs)	Adrian Loades, CCC	Through the implementation of the Behaviour Improvement Partnerships, ownership increased and identification of children and young people on alternative provision with the school at which they are on roll Improved attainment and attendance of those receiving alternative provision Devolved funding September 2009 First quarterly monitoring report to DCSF January 2010	Delegated funding
	Implement 1:1 tuition	Sue Wilson, CCC Guy Dickens,CCC	Implementation of 1:1 tuition means targeted pupils in KS2, KS3 and KS4 make age-appropriate progress. September 2009 to July 2011	Ring-fenced Making Good Progress Standards Fund Grant

This action plan is for 2009-10 and will be reviewed and updated annually

Priority 2.1 Countywide action plan

Objective	Key actions	Key people	Progress measured by	Resource/funding
DISAFFECTION				
Continued Reduce the causes of disaffection	Implement the 14-19 strategy (Cross link to countywide action plan 2.1, objective B.3)	John Lucas, General Inspector: 14-19 education, CCC	Implementation of the 14-19 strategy results in a reduction in NEET figures and improved achievement at Key Stage 4 and post-16 Successful annual progress check and annual Local Authority evaluation Entitlement to be fully delivered by 2013 but progress reviewed annually up to that date	14-19 funding streams (Renewed annually by DCSF). LA Capital Funding. Rural Funding Resources
	Monitor the impact of new primary curriculum on schools' key outcomes	Sue Wilson, CCC	Monitoring the impact of the new primary curriculum shows at least 83% of Ofsted judgements regarding the curriculum are good or better by July 2012	Standards Fund SIP Grant
	Gather the views of those Educated Other than at School (EOTAS)/Not in Education, Employment or Training (NEET) to establish causes of disaffection	Tom Jefford, Head of Youth Support Services, CCC	Views of those Educated Other than at School (EOTAS)/Not in Education, Employment or Training (NEET) to establish causes of disaffection gathered by December 2009 Baseline established by 2010 Review 2012	Existing resources

Key performance measures – Year 1 and Year 2	Target 09/10	Target 10/11
NI 87 - Secondary school persistent absence rate	5.7%	4.7%
NI 102 - Achievement gap between pupils eligible for free school meals and their peers achieving the expected level at Key Stages 2 and 4	KS2 - 27% points KS4 - 28% points	24% points 25% points

The performance measures will be reviewed as the plans progress, some key performance measures will not be assessed until year two or three

Priority 2.1 Countywide action plan

E - Reduce the number of teenagers not in education, employment or training (NEET)

Partnership Priority leads: Perry Holmes, Corporate Director, Fenland District Council and Joe McCrossan, Chair of the Cambridgeshire Primary Heads

Objective	Key actions	Key people	Progress measured by	Resource/funding
E.1 Reduce the impact of teenage pregnancy on access to EET	Continue to reduce teenage pregnancy through the implementation of the Teenage Pregnancy Strategy	Julia Cullum, Sexual Health and Teenage Pregnancy, CCC	See Teenage Pregnancy Strategy	See Teenage Pregnancy Strategy
	Evaluate the impact of Wisbech Teens and Toddlers taking place at Thomas Clarkson Community College. Roll out across the County	Tom Jefford, CCC	Evaluation of the impact of the Wisbech Teens and Toddlers shows a reduction in teenage conception in Fenland by March 2012	Part funded Teenage Pregnancy work Local Public Service Agreement (LPSA)
	Review NEET and Teenage Pregnancy with individual schools through School Improvement Partners	Guy Dickens, CCC	School Annual Review reviews NEET and teenage pregnancy figures with individual school – benchmarking school data with local, county and national data by April 2010	Standards Fund School Improvement Partner Grant
E.2 Implement a county strategy to ensure Cambridgeshire County Council and partners offer a range of apprenticeship and work experience opportunities to young people	Undertake feasibility work to develop apprenticeship scheme and develop a strategy for the recruitment and employment of apprentices, targeting looked after children in particular	Sam Scharf, Organisational Development and Learning Advisor, CCC Margaret Richards, CCC	Feasibility work and subsequent development of the apprenticeship scheme means seven apprentices in post by September 2009 Strategy complete September 2010	£25,000 from Integrated Planning Process
	Explore the use of county council contracts to broaden the range of opportunities for young people	Paul Rouse, Head of Procurement and Contract Management, CCC Margaret Richards, CCC	Increase in the number of apprenticeships offered through county council contracts Key officer group meetings established by May 2009 Actions determined by October 2009 Review progress April 2010	Existing resources
	Use learning from roll out of apprenticeship scheme to develop process and strategy for work experience placements	Margaret Richards, CCC	Review of learning from roll out of apprenticeship scheme and development of work experience strategy results in 30 work experience placements offered to and used by schools for pre and post-16 students 20 work experience placements for Diploma in Public Services students in place for use in academic year 2010-11 Implementation 2010	Work experience team work partly funded by DCSF Education Business Partnerships funding

This action plan is for 2009-10 and will be reviewed and updated annually

Priority 2.1 Countywide action plan

Objective	Key actions	Key people	Progress measured by	Resource/funding
E.3 Identify and address low levels of literacy	Implement 1:1 tuition in literacy and numeracy (Cross link to countywide action plan 2.1, objective D.5)			
	Evaluate current practice of intensive support, Reading Recovery supporting ECAR, 1-1 tuition	Jane Ryder-Richardson, CCC	Evaluation of current practice of intensive support, Reading Recovery supporting ECAR, 1-1 tuition improves literacy for targeted pupils by September 2010	Standards Fund
E.4 Improve parental engagement in children's aspirations	Cross link to countywide action plan 2.1, objective A			
E.5 Ensure all young people have access to high quality advice and guidance	Review provision for universal and targeted support	Jeanette Perkins, Connexions Performance Manager, CCC	Following review of provision for universal and targeted support, recommendations in place by September 2009	No additional funding

Key performance measures – Year 1 and Year 2	Target 09/10	Target 10/11
NI 112 - Under 18 conception rate (Target -45% (2010)) rate per 1000	2008 data 23.6	2009 data 20.4
NI 117 - 16 to 18 year olds who are not in education, employment or training (NEET)	4.8%	4.4%
Young people leaving Pupil Referal Units who are NEET	20% November	
16-18 year olds who are NEET East Cambs Fenland Hunts South Cambs Cambs City	 4.4% 6.4% 4.8% 2.9% 5.5%	
NI 148 Care leavers in EET	69%	73%

The performance measures will be reviewed as the plans progress, some key performance measures will not be assessed until year two or three

Priority 2.2 Improving health for all and narrowing the gap in health outcomes for specific groups of children and young people

Why is this a priority?

We want to enable all children and young people to be as healthy and well as they can be. In order to do this we need to ensure that children, young people and their families have access to the information and support they need and want. In the early stages of a child's life, this means supporting parents to give their children a healthy start and as children get older we need to make sure that they are supported to make informed choices about their health and additionally do not become involved in risky behaviours, such as drug and alcohol misuse.

There are currently significant levels of health inequality in some parts of Cambridgeshire. This means that there are differences in health experience and health outcomes for different groups, including differences in life expectancy.

What has already been done?

- Develop a Joint Strategic Needs Assessment for children and young people and begin to commission for outcomes to meet needs
- Significant investment in health visiting and midwifery capacity in areas of highest need to promote breastfeeding and maternal and child health
- Implementation of a transformation programme to improve mental health support for children and young people
- Investment in screening programmes to improve identification for specific conditions
- Introduction of a C-Card condom scheme to help reduce teenage conceptions
- Improved commissioning arrangements for substance misuse work
- Well developed strategies and support for healthy weight
- Good involvement of schools in the Healthy Schools programme

Priority 2.2 Improving health for all and narrowing the gap in health outcomes for specific groups of children and young people

What are the main challenges?

- Young people tell us that access to information and support is not equally available across all of the county
- Develop further arrangements for comprehensive, holistic assessments, action planning and review, information sharing and shared access to records
- Addressing the needs of those children and families living in deprivation
- Staff shortages and recruiting appropriately qualified and experienced staff
- Response to 'Healthy Lives, Brighter Futures' – the new national strategy for children and young people's health

What we are going to do

- Improve health outcomes for all children and young people
- Narrow the gap in health outcomes

How we will measure our achievement

We will measure progress through a number of performance indicators that are identified in the action plans and include national indicators (identified as NI numbers) and those that are part of the Local Area Agreement (LAA).

- Improve the emotional health of children *(NI 50)*
- Improve the effectiveness of child and adolescent mental health services (CAMHS) *(NI 51)*
- Increase the percentage of children and young people eating school lunches *(NI 52)*
- Reduce the percentage of children who have an unhealthy weight in primary school reception and year 6 classes *(NI 55, NI 56, LAA Target)*
- Increase the percentage of children and young people taking part in high quality PE and sport *(NI 57)*
- Improve the emotional and behavioural health of looked after children *(NI 58)*
- Reduce the under 18 conception rate *(NI 112, LAA Target)*
- Increase the number of young people screened for Chlamydia and reduce the percentage of under 25 year olds with it *(NI 113)*
- Reduce the percentage of young people frequently misusing substances, including illegal drugs, alcohol and volatile substances *(NI 115, LAA Target)*

How this priority links to other plans and strategies

Teenage Pregnancy Strategy ■ Healthy Weight Strategy ■ Substance Misuse Strategy ■ Priority 2.1 ■ CAMHS Commissioning Strategy ■ Change 4 Life ■ Child Health Promotion Programme ■ Youth Alcohol Action Plan ■ East Cambridgeshire, Fenland, Huntingdonshire, South Cambridgeshire and Cambridge City Sustainable Community Strategies ■ Children's Plan Building Brighter Futures ■ 2012 Olympics ■ Parent Support Strategy ■ Homelessness Strategies ■ Supporting People Commissioning Strategy and Outcomes Framework

Priority 2.2 Countywide action plan

Improving health for all and narrowing the gap in health outcomes for specific groups of children and young people

Partnership Priority leads: Perry Holmes, Corporate Director, Fenland District Council and Joe McCrossan, Chair of the Cambridgeshire Primary Heads

Objective	Key actions	Key people	Progress measured by	Resource/funding
Good quality information and guidance for each and every child and parents and carers is provided to enable them to make well informed decisions about healthy lifestyles	Agree a healthy lifestyles 'vision/charter' and healthy lifestyles commissioning action group	Mary Whitehand, Head of Planning and Performance, CCC	Group in place by July 2009	Existing resources
	Identify the 'healthy lifestyles pathway' ie what should be in place to enable children, young people and parents to make well informed decisions and who is expected to provide which aspects of this	Healthy lifestyles group	Draft Healthy lifestyles pathway in place by July 2009	
	Consult on the pathway, clarifying roles and expectations of those identified as part of its delivery. This will include: schools, colleges, special schools, settings, primary care and health teams, locality workers, voluntary and community sectors, parents, children centres, leisure providers, extended services	Healthy lifestyles group Area Partnerships	Consultation plan in place by May 2009 Consultation completed by October 2009	
	Agree and secure the use of data to inform commissioning	Joint Commissioning Group Healthy lifestyles group	Health aspect of Data Profile for children and young people updated by October 2009 Updated each October and April after that	
	Commission/decommission to provide an equitable spread of coordinated services and activity in each locality	Healthy lifestyles group Area Partnerships	Commissioning plan in place by December 2009 Commissioning plan implemented by March 2010 and completed by March 2011	
	Develop a communication strategy, paying particular attention to key transition points and key dates – for the three main audiences of: • children and young people • parents and carers • professionals/practitioners	Healthy lifestyles group	Communication strategy agreed by PCT and CCC CYPS by August 2009	

This action plan is for 2009-10 and will be reviewed and updated annually

Priority 2.2 Countywide action plan

Objective	Key actions	Key people	Progress measured by	Resource/funding
Children and young people's needs are identified and they are offered appropriate interventions and support	Work with Children's Workforce Strategy (CWS) to discuss practitioners roles in making holistic assessments of needs around healthy lifestyles and risky behaviours, agree what would be needed to put this in place and agree training programme	Healthy lifestyles group	Discussions with CWS on roles and to identify training needs completed by September 2009 Training programme agreed by November 2009 Training Programme in place by January 2010	Existing
	Agree and implement a means of monitoring how holistic the assessments of need being made are, (eg through practitioner observations, supervisions, completed CAFs)	CYPS Enhanced and Preventative Services Team, CCC Healthy lifestyles group	Work begun with CYPS Enhanced and Preventative Services Management Team by September 2009 Process agreed by December 2009 CAF evaluation completed by March 2010 Discussion with health and other partners on similar approaches begun November 2009	
	Raise awareness with school governors on healthy lifestyles issues	Healthy lifestyles group	Discuss needs with commissioners for teenage pregnancy, obesity, substance misuse and governors by September 2009 Develop awareness raising programme by October 2009 Complete programme by March 2010	
Organisations are supported to access assured services	Develop a 'one stop shop' approach to provide information on organisations and groups providing services, with detail on how these are quality assured	Healthy lifestyles group	Approach and means to achieve it agreed by September 2009 Implemented by March 2010	Existing
	Develop a means of providing information on the evidence base organisations or services are working from or how they are quality assured, beginning with support for SRE	Sexual Health and Teenage Pregnancy group	Means identified by September 2009. Quality guidelines and standards on SRE developed by December 2009 Detail included within information provided by March 2010	
	Introduce 'You're Welcome' to accredit health services as 'user friendly' to young people	Meg Battersby Sexual Health and Teenage Pregnancy group	Pilot You're Welcome self assessment with at least two health services by March 2010 Develop programme of accreditation by June 2010 All health services for young people will need to be You're Welcome accredited by 2020	Pilot funding

Priority 2.2 Countywide action plan

Objective	Key actions	Key people	Progress measured by	Resource/funding
Parents and carers are supported in their role	Work with the Parenting Commissioner and Parenting Support Strategy to identify and support the role of parents in the development of healthy lifestyles	Parent Commissioner and Area Partnerships	Discussion by Healthy Lifestyles Group and Parenting Commissioner on input to Parent Support Strategy Action Plan by August 2009	Existing
Targeted support for children and young people	Keep up to date action plans on teenage pregnancy, chlamydia testing, alcohol and substance misuse, obesity, smoking cessation, based on evidence of what works	Teenage Pregnancy Coordinator Sexual health commissioning adviser Substance misuse lead Obesity lead Area Partnerships	Targets each quarter • Teenage parent live births • Take up of MEND and TEEN obesity courses • Take up of Chlamydia screening	
Improve support for children and young people with mental health issues	Implement findings of the CSIP mental health review and the CYP Scrutiny Review action plan	Tim Bryson, Director of Children's Services and Nursing, Cambs and Peterborough NHS Foundation trust CAMHS Commissioning group	Action plan developed and implementation stated by December 2009	
Work to address the underpinning causes of inequities in health and achievement outcomes	See countywide action plan priority 2.1 Objective D for work on the Family Nurse Programme, housing needs, poverty and deprivation			

This action plan is for 2009-10 and will be reviewed and updated annually

Priority 2.2 Countywide action plan

Key performance measures – Year 1 and Year 2	Target 09/10	Target 10/11
Measurement of children in primary and year 6	85%	85%
NI 55 Obesity among primary school children in reception	9%	
NI 55 Obesity among primary school children in Year 6	16.9%	
NI 112 under 18 conception rate per 1000	(2008 data) 23.6	(2009 data) 20.4
NI 113 Chlamydia screening - 25% of under 25 year olds	21,675 screens (1,806 per month)	
NI 115 Percentage of young people reporting frequent substance misuse in Tell Us 4 survey	9.1%	
NI 52 Take up of school lunches	40%	45.4%
NI 51 Effectiveness of CAMHS	16	16

The performance measures will be reviewed as the plans progress, some key performance measures will not be assessed until year two or three

Priority 3 To improve outcomes for children and young people with learning difficulties and disabilities and complex needs

Why is this a priority?

There is a new national initiative, Aiming High, which includes a 'core offer' or statement of the standards that all families with disabled children can expect to get across the country from local services. The new requirements come with additional funding to support short breaks, but implementing the Aiming High programme for disabled children is ambitious and requires support from all partners working together effectively.

The Joint Area Review of Cambridgeshire recommended that health and the county council should review the way they jointly managed the delivery of services to children with complex needs who were or likely to be placed outside of Cambridgeshire.

There are differences in the rates between the geographic areas of Cambridgeshire that young people with learning difficulties and disabilities go into education, employment or training after completing statutory education.

What has already been done?

- A new Transitions Board has been established to improve transitions arrangements for 14-25 year olds with complex needs
- An integrated care pathway is being developed for children and young people with disabilities
- An audit against the National Service Framework for children with disabilities and complex needs has been carried out and will inform the development of this action plan
- An Every Disabled Child Matters (EDCM) Strategy Group is in place and Cambridgeshire has signed up to the EDCM charter
- The EDCM group will play a key role in supporting the development of action for this priority. Significantly, the involvement of young people representatives, carers groups and voluntary organisations in the decision-making process is a key feature of this action plan

Priority 3 To improve outcomes for children and young people with learning difficulties and disabilities and complex needs

What are the main challenges?

- The requirement to provide the Aiming High core offer for disabled children and young people by 31 March 2011
- Ensuring that children and young people with learning difficulties and disabilities (LDD) and complex needs are equally considered in the implementation of the other priorities within the Big Plan

What we are going to do

- Make it easier for children and young people and their parents and carers to get the information and support they need
- Implement a joint commissioning strategy for integrated services for children and young people with LDD and complex needs. This will include:
  - Further developing the integrated care pathway
  - Seeking to improve housing provision for children
  - Continued focus on early intervention
  - Achieving the Aiming High core offer criteria for information, assessment and participation and deliver the improvements to short breaks, childcare, transition support and palliative care

How we will measure our achievement

We will measure progress through a number of performance indicators that are identified in the action plans and include national indicators (identified as NI numbers) and those that are part of the Local Area Agreement (LAA).

- Improve the percentage of parents satisfied with services received by disabled children *(NI 54, LAA Target)*
- Increase the percentage of young people with LDD in Education, Employment or Training
- We will monitor the outcomes for children and young people with learning disabilities and difficulties and special educational needs within all the other priorities

How this priority links to other plans and strategies

This priority must have close links and interdependencies with all of the priorities in the Big Plan 2.

Priority 3 Countywide action plan

To improve outcomes for children and young people with learning difficulties and disabilities and complex needs

Partnership Priority leads: Matthew Winn, Managing Director, Cambridgeshire Community Services

Objective	Key actions	Key people	Progress measured by	Resource/funding
1. Aiming High commissioning plan in place for services for children with LDD and complex needs in place by May 2009	Set up a joint agency commissioning group for Aiming High	Judith Davies, Head of Commissioning Enhanced and Preventative Services, CCC Head of Children, Young People and Maternity, Cambs NHS	Commissioning group in place by end July 2009	Aiming High Existing resource
	Recognise the Every Disabled Child Matters group as the 'stakeholder' group for this work to consult, support and challenge	Chair of EDCM Group	Terms of reference reviewed by end July 2009	
	Clarify current CCC CYPS commissioning arrangements for children and young people with these needs	Niki Clemo, Service Director Children's Social Care, CCC	Commissioners clear as to their responsibilities evidenced by agreement at CYPS management team July 2009	
	Identify the outcomes for children and young people with LDD and complex needs and develop specifications and pathways of care	Richard Holland, Development and Commissioning LDD Manager, CCC	Specifications consulted on at EDCM Group by September 2009	
	Complete initial assessment of numbers of children and young people and expected needs		Data consulted on at EDCM Group by September 2009	
	Map existing provision considering quantity and quality of provision	Judith Davies, CCC	Report at EDCM Group by November 2009	
	Identify budgets and agree approach to align or pool between CCC and Cambs NHS	Judith Davies, CCC Head of Children, Young People and Maternity, Cambs NHS	Report agreed by CYPS and NHS management team by October 2009	
	Develop commissioning and decommissioning plan	Richard Holland, CCC	Report at EDCM Group by December 2009	
	Implementation of commissioning plan	Judith Davies, CCC	Commissioning Plan targets monitored by EDCM Group, with quarterly reports	

This action plan is for 2009-10 and will be reviewed and updated annually

Priority 3 Countywide action plan

Objective	Key actions	Key people	Progress measured by	Resource/funding
2. Ensure sources of trusted information are available for parents of children and young people with disabilities	Implement TIC pilot project	Pinpoint	Agenda events held by July 2009 Webtool designer briefed by August 2009 Website piloted by October 2009 Website launched by January 2010	£40k TIC funding
3. Support more children and young people with LDD but not complex needs, to access mainstream services	Procure Inclusion Project to provide support to area and locality teams to support more young people with LDD to access mainstream positive activities	Richard Holland, CCC	Tender advertised by May 2009 Workers operational by September 2009 Take up of positive activities by young people with LDD increased by March 2010	Aiming High
	Review SEN assessment processes to ensure they capture information holistically about the child or young person's needs	Jane Ryder- Richardson, Head of Access, CCC	See countywide action plan priority 2.1 objective C7	Existing
4. Support more young people to access and sustain places in Education, Employment or Training	Review each area's NEET strategy to ensure needs of teenagers with LDD are met	Area Partnerships	NEET strategies reviewed by September 2009 Number of young people in EET increased by November 2009, 2010, 2011	Existing

Key performance measures – Year 1 and Year 2	Target 09/10
Percentage of teenagers with LDD in NEET, 16-19 year olds	East Cambs and Fenland – 7.2% Hunts – 10.5% South Cambs and Cambs City – 6.3%
Percentage of 16-19 year olds with LDD situation not known	3%
Take up of positive activities by young people with LDD, by area (countywide baseline of 809, 11-25 year olds)	10% increase

The performance measures will be reviewed as the plans progress, some key performance measures will not be assessed until year two or three

Priority 4 To meet the needs of children and young people in areas of growth or demographic change

Why is this a priority?

Cambridgeshire is forecast to be the fastest growing county over the next 15 years, with an estimated population increase of 15%. Between 2006 and 2021, 58,000 houses have to be built, concentrated in and around Cambridge and in the county's market towns. The new town at Northstowe and sites around Cambridge City alone will provide around 28,000 new houses. This means that the population of Cambridge and surrounding areas will grow by a third.

Evidence shows that new communities tend to have populations that are younger than the rest of the surrounding areas and retain a younger population for a longer time. We want to make sure that we are able to meet the needs of the children, young people and their families in areas of growth, now and in the future.

This priority is about more than providing the physical infrastructure that new communities need. It is about ensuring that the wider needs of children, young people and their families can be met for example, their social and emotional needs. Additionally, it is important that we consider how we will support new communities to develop and promote social cohesion. In order to support new communities effectively we need to be pro-active in identifying what some of the needs and requirements of children and young people in new communities might be, and ensure that local services plan and secure provision accordingly.

What has already been done?

Locally a significant amount of work has already been undertaken by organisations and services in response to the growth agenda:

- Partnership arrangements focused on delivering the growth agenda in Cambridgeshire have been established. These are led by Cambridgeshire Horizons
- Work has been undertaken to research and examine the numbers of children and young people forecast from developments and plan the physical infrastructure required, for example, schools
- Two multi-agency projects have also been established to coordinate planning for Northstowe and Cambridge Fringe developments
- There is a huge amount of knowledge and learning which has been gained from our existing new communities, for example, Cambourne. It will be crucial that this learning is considered in planning for our new communities of the future
- The CYPSP held a stakeholder workshop in early March, which brought together a range of organisations and agencies to consider what needs to be available for children, young people and families in our new communities

Priority 4 To meet the needs of children and young people in areas of growth or demographic change

What are the main challenges?

- Identifying what the needs of a community will be before it is established is a huge challenge. Proactive research and planning will be essential if we are to deliver what children and young people actually need from day one of a new community. Additional challenges are that each new community will have different needs and these needs will change over time
- Growth will affect all services in the statutory and voluntary sector – it will be crucial to ensure that services understand the potential impact of growth and have the capacity to respond accordingly

What we are going to do

- Ensure that children and young people are part of the vision for new communities
- Develop a way of assessing the potential needs of children and young people and map the types of services and levels of provision that will be required. This will involve examining the learning gained from previous new developments
- Work to seek services are in place in the early days of a new community
- Ensure that there is a joined up approach to planning and securing provision for children, young people and families in new communities
- Plan and secure provision which is focused on social capital and promoting social cohesion, as well as physical infrastructure

How we will measure our achievement

This information was not available at time of print - please visit www.thebigplan2.co.uk for updates

How this priority links to other plans and strategies

Cambridge City Sustainable Community Strategy ■ East Cambs Sustainable Community Strategy ■ Huntingdonshire Sustainable Community Strategy ■ Fenland Sustainable Community Strategy ■ South Cambs Sustainable Community Strategy ■ Local Development Frameworks ■ Cambridgeshire Horizons ■ Regional Spatial Strategy

Priority 4 Countywide action plan

To meet the needs of children and young people in areas of growth or demographic change

Partnership Priority lead: Adrian Loades, Service Director: Strategy and Commissioning, Cambridgeshire County Council.

Objective	Key actions	Key people	Progress measured by	Resource/funding
1. Ensure that children and young people are part of the vision for new communities	Conference to be held to identify the views of partners and to begin to identify the actions that can be taken. Discussions with the wider CYPSP and other partnerships e.g. Cambridgeshire Horizons to identify understanding and commitment to the needs.	Adrian Loades, Director Strategy and Commissioning, CYPS	Conference report available May 2009 Discussions with partners by August 2009 Full action plan developed by September 2009	To be established
2. Develop a framework by which to assess the potential needs of children and young people and map the types of services and levels of provision that will be required. This will involve examining the learning gained from previous new developments				
3. Work to seek services are in place in the early days of a new community				
4. Ensure that there is a joined up approach to planning and securing provision for children, young people and families in new communities				
5. Plan and secure provision which is focused on social capital and promoting social cohesion, as well as physical infrastructure				

This action plan is for 2009-10 and will be reviewed and updated annually

Introduction

This strategy sets out Cambridgeshire's vision and priorities for the children's workforce for 2009-12. It builds on our first Children's Workforce Strategy, 'Better Together', for 2006-09. Much progress has been made: for example, partners have met annually to plan against agreed priorities; a rigorous system of monitoring has been introduced; and there has been a significant increase in multi-agency training. However, we are only at the beginning of a long journey towards a workforce that is reformed and integrated and making the best contribution possible to local Every Child Matters outcomes and the Children and Young People's Plan.

The national context for this strategy is the Government's '2020 Children and Young People's Workforce Strategy' that sets out ambitions for the recruitment, retention, status, training and reward of the children's workforce for the next 12 years. The Government's vision is that everyone who works with children and young people should be:

- ambitious for every child and young person
- excellent in their practice
- committed to partnership and integrated working
- respected and valued as professionals

Locally, we have agreed our own vision for the children's workforce in Cambridgeshire:

A children's workforce that makes a positive difference for children, young people and families by:

- working together and sharing a common set of values
- developing the skills, knowledge and confidence to deliver a high quality, consistent service
- seeking innovative and creative approaches to improving outcomes

We will make this vision a reality by implementing multi-agency tasks against two overarching priorities and four key priorities.

The two overarching priorities

- **Keeping children, young people and families safe:** to secure through induction, performance management and professional development arrangements a workforce that is competent, confident and safe to work with children and young people
- **Making equality and diversity a reality:** to secure a workforce that is reflective of and able to work effectively with children, young people and families with different and diverse needs

The four key priorities

- **Inspiring leadership** – to develop, share and implement a vision and purpose for the children's workforce
- **Integrated working** – working together effectively to put children, young people and families at the centre, meeting their needs and improving their lives
- **Participation** – developing the skills, behaviours, policies and practices to involve children, young people and families in workforce development
- **Ensuring capacity to deliver** – recruiting, retaining and developing the highest quality workforce

We will review this plan annually in order to align it with any emerging priorities and to ensure that the actions taken are having the desired impact.

Cllr Martin Curtis
Lead Member for Children and Young People
On behalf of the Cambridgeshire Children and Young People's Strategic Partnership.

Background and achievements 2006-2009

Background

Following a consultation in April 2005 the Government's Children's Workforce Strategy: a strategy to build a world-class workforce for children and young people was published in 2006. Subsequently, following consultations with children, young people, parents and carers Cambridgeshire's Children and Young People's Strategic Partnership's Plan 2006-09, 'The Big Plan' was produced; this plan identified the central requirement of workforce development to achieve its aims.

Local Authorities were required to develop their own strategies and Cambridgeshire's Children's Workforce Strategy, 2006-09 'Better Together' set out how the workforce would be developed in order to equip them for their new roles, relationships and ways of working.

Eight strategic objectives for implementing the Children's Workforce Strategy in Cambridgeshire were identified.

- Promoting safe practice
- Recruitment
- Retention and development of staff
- Pay and rewards
- Inter-agency and multi-disciplinary team working and workforce remodelling
- Leadership, management and supervision
- The establishment of a skills framework
- Equality, diversity and disability

The full and summary versions of the Strategy, 'Better Together', and the annual development plans for 2006-09 can be found on Cambridgeshire County Council's website http://www.cambridgeshire.gov.uk/council/partnerships/change/plans

Achievements

The aims of the Children's Workforce Strategy (CWS), 'Better Together' were to improve outcomes for children and young people by:

- supporting the key priorities in the Children and Young People's Plan (CYPP), with particular reference to the Key Safeguarding Employment Standards
- implementing an integrated qualifications and training framework, so that highly motivated, appropriately skilled staff were recruited and retained
- sharing best practice to raise standards and assure high quality provision
- responding to what children, young people and families say they want from the professionals who support them
- making more effective use of resources through joint initiatives

For the first time, key sectors of the children's workforce came together to plan a coordinated set of activities that were linked to the eight strategic objectives.

Priorities, objectives and key development tasks for each sector were identified, with milestones for 2009 and 2015. For 2006-07 a total of 64 development tasks were agreed and were then monitored quarterly by the CWS Steering Group. Highlights of this first year included.

- The Children's Workforce Development Council (CWDC) including 'Better Together's' approach to involving children and young people as an example of emerging practice in its report 'Developing Integrated Children's Workforce Strategies' (CWDC, December 2006).
- All but four of the 64 tasks had been completed or as much as could have been achieved in a year was achieved, with some significant achievements being
  - 44 Early Years settings taking up the Qualifications Incentive, with more than 80% of staff qualified to level 3+
  - in the Health Service, work to secure productivity improvements and significant efficiency savings through the redesign of services, e.g. integrated practice and service for speech, language and communication difficulties
  - Cambridgeshire Online Training Search (COTS), a searchable online database of training opportunities for the children's workforce being designed, built and launched at www.cambridgeshire.gov.uk/cots
  - a performance monitoring framework agreed and implemented to monitor what is done to safeguard and promote the welfare of children across all agencies, organisations and partnerships

Background and achievements 2006-2009

- the training and development of the social care workforce mapped against the Common Core of Knowledge and Skills
- a system and process for monitoring the level of training and development in Cambridgeshire County Council's Children's Services developed and implemented

Of particular note was the achievement of Young Lives in leading Cambridgeshire's Private, Voluntary, and Independent (PVI) Bid. All Local Authorities (LAs) were invited to bid for up to £30,000 of funding to support activities in the PVI Sector. The CWS was used to identify a focus and the LA, with Young Lives, submitted a successful bid. The bid was to support youth worker training, develop a course to link youth work and sport, create online training materials, fund a Safeguarding Conference and provide a small number of bursaries for volunteers to attend conferences. In November 2007, Baroness Estelle Morris (Chair, CWDC) and Jane Haywood (Chief Executive, CWDC) visited Young Lives to learn about their work and how the funding would support workforce development priorities.

The development of the 2007-08 sector plans led to a much closer alignment between each strategic objective, sector priority and objective and to the development task with the timescale, possible risk factors and expected outcomes also being identified. To secure, through induction, performance management and professional development arrangements, a workforce that is competent, confident and safe to work with children and young people. A great deal of activity, across all sectors, was completed linked to this objective – for example safe employment training (including Warner Interviewing), basic child protection training, a Safeguarding Conference being held for the Voluntary and Community Sector and the promotion of 'Clubmark' for Sports Clubs.

Writing 'SMART' development tasks led to a greater total number (266) which were again monitored quarterly, with over 80% being achieved in the year. Raising awareness of the Integrated Qualifications Framework, piloting the use of the Common Induction Standards in both the Early Years Sector and Social Care, increased numbers of staff gaining qualifications and the delivery of 'Managing and Sustaining Change' training across the wider children's workforce were some of the key achievements. Training was also specifically designed to meet the needs of locality staff as identified in the performance management process.

The 2009 milestones were very much a key feature of the development of the 2008-09 plans and membership of the CWS 'Task Group' was broadened out to ensure Integrated Working Training, Multi-agency Substance Misuse and Teenage Pregnancy were represented. As for the previous year, all sectors were required to identify a development task that related to the 'promoting safe practice' strategic objective, with interagency, multi-agency training and equality and diversity also being prominent.

Training on the use of the Common Assessment Framework (CAF) has been rolled out to large numbers of staff and there has been a strong emphasis on recruitment – for example social workers, headteachers and graduates to early years settings. In total 230 development tasks were identified.

In June/July 2008 the CYPSP undertook an online self-assessment, organised by the CWDC. Key learning points were that there is a great deal of confidence in the guidance and training received for the CAF, the role of the Lead Professional and Information Sharing but that ongoing support is required with implementation. The report also enables us to compare ourselves with Children's Trusts in the Eastern Region. We were slightly ahead with regard to multi-agency integrated working in relation to co-location, commitment, training, coaching and involving practitioners, although behind in relation to evidence of the benefits of this type of working. Regarding Information Sharing and CAF we were broadly in line with the region. With regard to the role of Lead Professional we were behind others in the region but this is not surprising because the roll out in Cambridgeshire was due to take place after the self-assessment.

Priorities and outcomes 2009-2012

Priorities and outcomes 2009-2012

These priorities and outcomes have been developed by the strategic and operational leads for workforce development across the Children and Young People's Strategic Partnership (CYPSP). Discussions began in October 2008 with a review of progress against the priorities in the 2006-09 Children's Workforce Strategy. National drivers and local needs have been taken into account. Early results from the Integrated Working Self-evaluation Tool have also been included.

The Children's Workforce Strategy Steering Group agreed that there should be two overarching priorities.

- **Keeping children, young people and families safe:** to secure through induction, performance management and professional development arrangements a workforce that is competent, confident and safe to work with children and young people
- **Making equality and diversity a reality:** to secure a workforce that is reflective of and able to work effectively with children, young people and families with different and diverse needs

Outcomes for these priorities are not included in this Strategy because they will be partner specific. However, each partner will record its targets and tasks in relation to these priorities as part of the annual action plan that is posted on the Children's Workforce Strategy website http://www.cambridgeshire.gov.uk/council/partnerships/change/plans.

The four priorities that outcomes have been developed for represent the key areas that Partners have agreed to work on together.

- **Inspiring leadership** – to develop, share and implement a vision and purpose for the children's workforce
- **Integrated working** – working together effectively to put children, young people and families at the centre, meeting their needs and improving their lives
- **Participation** – developing the skills, behaviours, policies and practices to involve children, young people and families in workforce development
- **Ensuring capacity to deliver** – recruiting, retaining and developing the highest quality workforce

The annual action plan will record Partners' targets and tasks in relation to each of these priorities but more significantly will record where multi-agency actions are being undertaken.

Overarching Priority 1

Keeping children, young people and families safe

The Local Safeguarding Children Board (LSCB) *'is the key statutory mechanism for agreeing how the relevant organisations in each local area will cooperate to safeguard and promote the welfare of children in that locality, and for ensuring the effectiveness of what they do'* (Working Together 2006, 3.2).

Incorporated under a number of statutory functions one of the Board's priorities is ensuring that the whole children's workforce is fully aware of its responsibilities for safeguarding and promoting children's welfare. The LSCB works in partnership with children's services and is accountable to the Director of Children's Services. It is crucial that the LSCB's partnership supports, endorses and is confident in the strategy's overarching priority for all agencies and organisations of 'keeping children, young people and families safe'. The LSCB's own workforce development programme must be integrated with the whole children's workforce strategy, whilst its specific focus is on keeping children and young people safe.

Children and young people have told us the children's workforce needs to have *'the skills and knowledge to recognise and act upon concerns for a child's welfare, including concerns about maltreatment'*.

Priorities and outcomes 2009-2012

Through both the children's workforce and the complementary work done by the LSCB, the objective is for Cambridgeshire's workforce to be competent and confident to address child maltreatment and the safeguarding needs of children, young people and their families. The LSCB will work with all agencies and organisations to consider how they will separately and collectively address and contribute to the overarching priority to keep children, young people and families safe.

The LSCB specifically:

- reviews the training needs relating to safeguarding of the workforce and develop training programmes accordingly
- sets quality standards for individual training programmes and validates the content of courses before they are implemented
- ensures the learning from Serious Case Reviews is integrated into the training and development programme
- audits training practice to ensure every practitioner working with children receives specific training in safeguarding practice

Overarching Priority 2
Equality and diversity

A commitment to ensuring equality and promoting diversity underpins our Workforce Strategy. We believe that all people should be valued with regard to their abilities, age, culture, ethnic origin, gender, language, religion and belief, sexual orientation and socio-economic background. Equality is a guiding principle in everything we do and we recognise that a diverse workforce contributes to a dynamic and creative workplace culture and plays a vital role in building cohesive and resilient communities.

The Partnership aims to provide responsive and appropriate services which meet the needs of all the children and families with whom we work and we recognise that we are more likely to achieve this by having a workforce that reflects the diversity of the families and communities we serve.
To this end, we will:

- monitor the composition of our workforce and where we identify any group that is underrepresented we will take positive steps to address these disparities
- assess the impact of our policy and practice in terms of the six equality strands* and address any differential or adverse impact

In addition, the Partnership will:

- develop cultural competence among the workforce so that it is equipped to respond appropriately and effectively to our increasingly diverse communities
- challenge discrimination towards, and harassment of, any group or individual
- ensure compliance with statutory obligations under equality legislation
- ensure fairness, equal rights and access to employment and services

This commitment to equality is underpinned by statutory obligations under specific pieces of employment legislation, including:

- the Sex Discrimination Act 1975
- the Sex Discrimination (Gender Reassignment) Regulations 1999
- the Race Relations Act 1976; the Race Relations Amendment
  Act 2000 and the Race Relations Act 1976 (Amendment) Regulation 2003
- the Equal Pay Act 1970 (Amended)
- the Disability Discrimination Act 1995 & Disability Discrimination Amendment Act 2005
- the Asylum and Immigration Act 1996, as amended in 2004
- Civil Partnerships Act 2004
- the Employment Equality (Religion and Belief) Regulation 2003
- the Employment Equality (Sexual Orientation) Regulation 2003
- the Employment Equality (Sex Discrimination) Regulations 2005
- the Employment Equality (Age) Regulation 2006

* The 6 equality strands are: age, disability, ethnicity, gender, religion or belief, sexual orientation

Priorities and outcomes 2009-2012

Key Priority 1 - Inspiring leadership

Objective: to develop, share and implement vision, values and purpose for the children's workforce

By April 2010	By April 2011	By April 2012
Our vision for the children's workforce will have been shared and understood; a statement of values and purpose will have been agreed across the Partnership; and children, young people and families will have been consulted as part of this work	All Partners will have been involved with revisiting our vision, values and purpose for the children's workforce; children, young people and families will have been involved through consultation forums	There will be a refreshed, shared and understood statement of vision, values and purpose for the 2012-15 Children's Workforce Strategy; children, young people and families will have been involved through consultation forums
There will have been at least one pilot of a multi-agency leadership and management development programme for middle and senior managers, providing managers with the knowledge, understanding and skills for integrated working	Multi-agency leadership and development programmes for middle and senior managers will have been rolled out across most of the Partnership, providing managers with the knowledge, understanding and skills for integrated working	Leadership and management development for middle and senior managers will be multi-agency across the whole Partnership, providing managers with the knowledge, understanding and skills for integrated working
A succession planning and talent management strategy for leadership in the children's workforce will have been prepared	A succession planning and talent management strategy for leadership in the children's workforce will have been implemented across the Partnership, enabling staff development and movement	A succession planning and talent management strategy for leadership in the children's workforce will provide motivation and reward for staff and will secure high quality leadership for the Partnership

Priorities and outcomes 2009-2012

Key Priority 2 - Integrated working

Objective: working together effectively to put children, young people and families at the centre, meeting their needs and improving their lives

By April 2010	By April 2011	By April 2012
A self-evaluation will have been carried out against the One Children's Workforce framework, to inform workforce development action plans	A self-evaluation will have been carried out against the One Children's Workforce framework, to inform workforce development action plans	A self-evaluation will have been carried out against the One Children's Workforce framework, to inform workforce development action plans
A jointly funded post of workforce development coordinator will have been created	Arrangements for the joint funding of workforce development leadership and management will have been agreed	Workforce development coordination will be led and managed by a jointly funded team
Multi-agency and multi-disciplinary development opportunities will have increased by 30% on 08/09 baseline	Most learning, whenever appropriate, will be delivered through multi-agency and multi-disciplinary development opportunities	Multi-agency and multi-disciplinary development will be the norm, whenever appropriate
Joint funding for a number of specific workforce development projects will have been agreed	A small number of key Partners will have pooled their non-specialist workforce development budgets	Workforce development budgets will be pooled across the Partnership for all non-specialist learning and development
There will be a shared understanding of who the children's workforce is; roles and responsibilities will be understood	Job descriptions and person specifications, induction arrangements and performance management processes will include common reference to partnership working, appropriate to role	There will be a number of joint roles across the Partnership, involving one or more agencies
A common language, standard terminology and common glossary will support improved communications	A joint communications strategy will have been implemented and evaluated	There will be clear understanding and communication between all Partners, at all levels
Preventative approaches and early identification of need will be agreed and understood as a key elements of integrated working	There will be evidence across the children's workforce of integrated working that is founded in preventative work and early identification of need	Integrated working will be the norm, based on prevention and early identification of need
Protocols will be in place that enable people to work together	There will be some evidence across the workforce of joint working to the agreed protocols having a positive impact on outcomes for children, young people and families	There will be significant evidence across the workforce of joint working to the agreed protocols having a positive impact on outcomes for children, young people and families
A common set of service standards for collaborative behaviour will have been agreed	A common set of service standards for collaborative behaviour will have been implemented across the children's workforce, through job descriptions, person specifications, induction and performance management arrangements	Leaders and managers act as role models for collaborative behaviour

Priorities and outcomes 2009-2012

Key Priority 3 - Participation

Objective: developing the skills, behaviours, policies and practices to involve children, young people and families in workforce development

By April 2010	By April 2011	By April 2012
Skills, knowledge and understanding will have been developed through a partnership-wide training programme	Barriers will have been addressed and good practice will have been disseminated across the Partnership	The involvement of children, young people and families in workforce development planning and delivery will be partnership-wide, with clear evidence of the impact of systems and procedures
One or more Partners will have carried out evaluated pilots that involve children, young people and families directly in workforce development planning and delivery	Most Partners will be involving children, young people and families in workforce development planning and delivery	All Partners will be involving children, young people and families in workforce development planning and delivery

Key Priority 4 - Ensuring capacity to deliver

Objective: recruiting, retaining and developing the highest quality workforce

By April 2010	By April 2011	By April 2012
A profile will be agreed of the skills, competencies and roles that are needed across the children's workforce, based on a robust analysis of the needs of children, young people and families	The skill, competency and role profile will have been reviewed based on changing demands and recruitment activity	The skill, competency and role profile for the children's workforce will be embedded and refreshed annually in consultation with children, young people and families
Recruitment initiatives to address shortage areas will have been implemented	Recruitment initiatives to address shortage areas will have had a significant impact	Vacancy rates will no longer present problems for service delivery
A strategy for retention will be agreed across the Partnership	The retention strategy will be implemented across the Partnership	The retention strategy will be evaluated and developed as appropriate
A common induction will have been piloted	A common induction will have been rolled out across the Partnership	Common induction arrangements will have been evaluated and amended as appropriate

Supporting the Big Plan 2

This strategy supports the recruitment, retention, training and development of the workforce needed by all partners to deliver the aims of the Big Plan 2. Actions are recorded in the detailed plans developed by each partner against the four key priorities, which are published annually on the Partnership website.

Some of the activities in the Big Plan 2 have particular workforce development requirements. These include:

Big Plan 2 Priority	Workforce Requirement
Safe places to play and access to positive activities **(1.1)**	Make sure there are enough skilled paid and voluntary workers delivering positive activities to children and young people who can also act as good adult role models
Promoting positive images of young people **(1.5)**	Ensuring the workforce has the skills to effectively promote positive images of children and young people
To improve outcomes for children and young people with learning difficulties and disabilities and complex needs **(3)**	To address recruitment, capacity building, and training and development issues to deliver 'Aiming High for Disabled Children: Better Support for Families', with particular reference to the provision of short breaks
Parent Support Strategy **(referenced in Big Plan 2)**	To ensure the parent support workforce is developed across agencies, meeting the requirements of the National Occupational Standards and ensuring skills can be developed through a clear career pathway

Evaluation and funding

How we will make a difference

New and successful ways of working have been developed through the Children's Workforce Strategy 2006-09, and these will be developed further through the 2009-12 Strategy.

Workforce leads meet to plan joint actions against the key priorities. This is resulting in a more efficient use of resources; for example, the multi-disciplinary delivery of the common induction modules across the LA's children's service has enabled a more comprehensive programme to be offered at no additional cost.

We aim to create at least one jointly funded workforce development post, to coordinate and develop actions across the Partnership. This additional capacity is essential if potential economies of scale are to be realised.

A Learning and Development Network has been established that brings together workforce leads across the Partnership. The Network develops the knowledge, understanding and skills of the participants; raises the participants' awareness of each other's roles and responsibilities; and enables formal and informal links. The Network is also raising standards and ensuring quality through the agreement of a 'learning and development commitment' and peer monitoring activities.

We continue to improve our use of information. All partners are developing their collection, analysis and use of quantitative workforce data, either through government initiatives such as the Schools' Workforce Census, or through partner specific initiatives for performance management. The roll-out of CWDC's annual self-evaluation is a major strand of activity to guide the development of an integrated children's workforce.

The Children's Workforce Strategy Steering Group, inclusive of all Partners, will continue to monitor and evaluate the impact of the strategy and to sustain its development and evolution. The Group will report annually to the Children and Young People's Strategic Partnership.

Managing the Challenge

In addition to the resources Partners invest in workforce development from their own budgets, the Government is investing in a range of initiatives that support its key priorities. Funding for some of these is known whilst for others funding is still subject to consultation and discussion.

In 'Building Brighter Futures: next steps for the Children's Workforce' (published April, 2008), the Government announced the following resource allocations, nationally:

- £73m over the next three years to enhance the capacity and skills of social workers (a task force is to examine frontline social work practice and advise how improvements should be made to social worker training, recruitment and leadership)
- £305m in early years to provide greater graduate leadership of practice in private, voluntary and independent settings towards the ambition of a graduate Early Years Professional in every full day care setting by 2015
- £7.5m over three years to support the play workforce
- £25m in priority areas to realise improvements across the youth workforce

Further, in the '2020 Children and Young People's Workforce Strategy' (published December 2008), the Government identifies the following areas as being of priority, and therefore likely to be recipients of external funding.

- A leadership development programme for current and aspiring Directors of Children's Services, and senior and middle managers in Children's Services
- Supporting people in the workforce to develop the skills and behaviours they need to work effectively in partnership with children, young people and parents, and with each other
- ensuring that people in the workforce have the skills and knowledge they need to support children who are particularly vulnerable
- Developing a knowledge bank for the children and young people's workforce, to ensure that practice, training and workforce development is firmly based on evidence about what makes the most difference
- A CPD entitlement for every teacher, and teaching to become a Masters-level profession

The CWDC is also supporting Cambridgeshire with a grant of £47,000 for each of the years 2009-10 and 2010-11, to develop the self-evaluation of, and planning for, integrated working and workforce reform.

Consultation research

The Children and Young People's Participation Strategy endorsed by the Children and Young People's Strategic Partnership in March 2006 says:

"Children and young people's involvement in decision-making is fundamental to an effective service. Children and young people develop a sense of themselves through the projects they take up, through participation. When consulted with respect, the perspective of children and young people is invaluable."

This aspiration has been applied to the methodology used to engage children and young people and secure their views on the priorities that should be included in the Children and Young People's Plan, known locally as the Big Plan.

The first Big Plan (2006-9) was evaluated by young inspectors during 2008. Children and young people were recruited to the role of young inspectors and interviewed lead officers about progress in relation to the Big Plan priorities that children and young people are most concerned about. A report outlining young inspectors' findings was written and presented to the Children and Young People's Partnership on 18 September 2008.

Children and young people's views fed into the development of the Big Plan through a series of events. These included:

- Agenda Days – adult free environments, facilitated by young people. During these days children had the opportunity to express their opinions and influence the decision-making process in innovative, child friendly workshops and discussions.
- The Youth Assembly met on 14 November 2008 and was attended by over 30 young people aged between 11 and 25. As well as identifying priorities, a young people's steering group would canvass young people's views and shadow the Partnership, commenting on and informing its agenda
- Speaking Up consultation with children and young people with disabilities
- Drugs and alcohol agenda day
- Safe Smart Sex agenda day
- Practitioner led research project on sexual health services in East Cambs and Fenland
- Consultation with young people in Sawtry, Ramsey, Yaxley and St Ives
- Developing Huntingdonshire Sustainable Community Strategy consultation with young people

Performance information and external consultation, including the Health Related Behaviour and Tellus3 surveys of children and young people were also analysed. These surveys are carried out in school and ask for young people's views on a range of issues.

The outcome of this consultation was the identification of four priorities that then formed the basis of the Big Plan 2 (2009-12):

Priority 1 – to help children and young people feel safe and happy in their communities

Priority 2 – to narrow the gap in outcomes for children and young people

Priority 3 – to improve outcomes for children and young people with learning difficulties and disabilities and complex needs

Priority 4 – to meet the needs of children and young people in areas of growth or demographic change

Views expressed by children and young people are presented in the tables on the following pages, together with an analysis of the implications for workforce development.

Consultation research

Be healthy

Children and young people tell us	• it is important to respect young people's views and confidentiality • it is important to balance concern about body and mind • they want to be treated in suitable settings for young people and by staff trained to work with children and young people • they would like free advisory and support services available outside of school hours, possibly as part of extended schools
So therefore we need a workforce that:	• listens to children, young people and families, takes their views seriously, does not make assumptions and acts upon what they hear • understands what help and advice is needed and who is best placed to provide it • communicates clearly, using appropriate language
Delivered through the strategic objective to:	• improve health for all and narrowing the gap in health outcomes for specific groups of children and young people

Stay safe

Children and young people tell us	• more needs to be done to tackle bullying in and out of school • they want to work with professionals who appreciate their lives as a complete jigsaw of factors, fitting these pieces together in order to get a clear picture of the underlying issues involved • they want safe places to play and safe local areas
So therefore we need a workforce that:	• can empathise with the bullied and the bully, developing appropriate interventions • understands how behaviours can be successfully changed • has the skills and knowledge to recognise and act upon concerns for a child's welfare, including concerns about maltreatment • can work safely with challenging behaviours
Delivered through the strategic objective to:	• to help children and young people feel safe and happy in their communities

Enjoy and achieve

Children and young people tell us	• they want to see equality of education provision across the county, with everyone having access to the same opportunities • it is important to provide a range of opportunities to match the needs and aspirations of all children and young people • that school and exams are a big source of stress and worry
So therefore we need a workforce that:	• understands and acts upon the reasons for children and young people not taking advantage of opportunities that are offered • promotes personal achievement in order to develop self-esteem and enjoyment • knows how to prepare children, young people and families for times of stress, such as school transition, tests and examinations
Delivered through the strategic objective to:	• to narrow the gap in outcomes for children and young people • to improve outcomes for children and young people with learning difficulties and disabilities and complex needs • to meet the needs of children and young people in areas of growth or demographic change

"School nurses are good people to speak to, but are usually in school only one day a week." (Young Inspectors)

"Some schools need to do more to make the school a place where young people feel safe, secure and able to learn." (Young Inspectors)

Consultation research

Make a positive contribution

Children and young people tell us	• they want to be involved in decision-making • they would like provision of equipment and opportunities for all children and young people to participate in a variety of activities • more needs to be done to promote positive images of children and young people • public transport is really important
So therefore we need a workforce that:	• champions children and young people • involves children, young people and families as a matter of course, acting upon what is learnt • knows and understands how to involve hard to reach groups and families
Delivered through the strategic objective to:	• to narrow the gap in outcomes for children and young people • to meet the needs of children and young people in areas of growth or demographic change • to help children and young people feel safe and happy in their communities

Achieve economic well-being

Children and young people tell us	• there is good support and encouragement in making choices about their future. We need to make sure that the service is accessible by everyone, including Travellers and those with disabilities • more help to plan for the future would help to make their lives better
So therefore we need a workforce that:	• understands who, when, where and how choices about the future can be supported • is equipped to support children and young people with disabilities • has the knowledge and understanding to be able to respond to the needs of groups and communities with specific needs
Delivered through the strategic objective to:	• to narrow the gap in outcomes for children and young people

"More needs to be done to promote young people in a positive way, particularly in the media". (Young Inspectors)

"There are not many advice services that you can access out of school time so extended schools can be a real benefit if you can access them after lessons". (Young Inspectors)

Consultation research

Parents and carers

In July 2008, the CYPSP published the report of a major consultation with parents and carers that had been commissioned from 'Pinpoint'*. There were 1,219 postal and online responses, representing a good cross-section of parents and carers.

Some key messages from parents were:

- Support is needed particularly with pre-school and younger children, but there are significant levels of need right through to the teenage years
- The needs were described as relating to:
  - behaviour
  - childcare
  - pregnancy and looking after a new baby
  - learning, school and school transfers
  - health and healthy eating
  - disability and special need
  - children's mental well-being and bullying
  - parent's loneliness, isolation and mental well-being
- Information is needed about childcare, learning and school, maternity and paternity rights and pregnancy
- Parents raised issues of agencies being slow to respond, long waiting lists, poor staff knowledge and skills (particularly listening skills)

There are a number of implications for workforce development:

- **Recruitment and selection** – we need to recruit a parent support workforce that is representative of the parent population, and in particular priority groups that are identified, e.g. lone parents, parents with disabled children and parents with a disability
- **Training and development** – we need to develop a workforce that is equipped with relevant knowledge, understanding and skills, for example:
  - sufficient knowledge of services to be able to signpost effectively
  - an understanding of the Parent Support Strategy
  - an understanding of the needs of different groups
  - the ability to support parents through transitions, e.g. from one level of intervention to another
  - the skills to involve parents in decision-making
  - the ability to create cross-service Partnerships

The development of the Parent Support Adviser role is a very important part of the strategy to address these issues and was addressed in an additional report by 'Pinpoint'**.

Actions are being progressed through the Parent Support Strategy, to ensure that the parent support workforce is developed across agencies, meeting the requirements of the National Occupational Standards and ensuring skills can be developed through a clear career pathway http://www.parentinguk.org/2/standards.

*Cambridgeshire's Consultation with parents and carers: final report, 'Pinpoint', July 2008

**Implications of the parent support strategy consultation report and Cambridgeshire's Parent support strategy: how we will help parents bring up their children (Third draft, September 2008) for the development of the Parent Support Adviser role, 'Pinpoint', October 2008

Consultation research

A summary of the implications of the views of children, young people, parents and carers for workforce development

The involvement of children, young people, parents and carers in workforce development is a major strand of our plans to develop integrated working because it is through their involvement that we will understand issues better to build support around the child or young person.

From what we have been told, we have developed the following principles that we will reinforce through workforce development activities:

- Respect for the needs, wishes and views of children, young people, parents and carers
- Develop a holistic approach to working with them
- Involving children, young people, parents and carers in decision-making
- Inclusive approaches to working
- Promoting positive experiences and activities for children, young people, parents and carers

Aspects of service delivery that emerge as particular priorities for workforce development include:

- Supporting emotional as well as physical well-being
- Promoting opportunities for personal development
- Building resilience so that children and young people can meet the challenge of change and transition
- Developing decision-making skills
- The development of children and young people as young leaders/advocates

Further information

Children's Workforce Strategy Steering Group:

The Children's Workforce Strategy Steering Group was formed to develop, implement, monitor and evaluate the Strategy. Two sub-groups have been established: the CWD Task Group, which develops the annual action plans; and the Learning and Development Network, which provides a forum for all teams involved with workforce development.

In 'Building Brighter Futures: next steps for the Children's Workforce' (April 2008), the DCSF defines the children's workforce as crossing, *'the full range of sectors of employment and includ(ing) both the 'core' of people whose primary purpose is to work with children and young people and their families, or be responsible for their outcomes, and the wider workforce which includes people who work only partly with children, young people or their families or who have some responsibility for their outcomes as a part of a wider primary role. In addition, many people who work primarily with adults – for example in health, social care or justice – can have a significant influence on outcomes for children and need to consider their clients in their role as a parent and as a member of a family'*.

Children and Young People's Strategic Partnership (CYPSP)

Children's Workforce Strategy Steering Group (meets quarterly)

Chair: Head of Professional Development Service, Children and Young People's Services, Cambridgeshire County Council

Membership: General Adviser – Workforce Development (CCC), Early Years and Childcare Sector (CCC), Health (NHS Cambridgeshire, NHS Foundation Trust), Head of HR, Children and Young People's Services (CCC), Local Safeguarding Children Board, Organisational Development and Learning Manager (CCC), Police Authority, Schools Sector (CCC), Social Care (CCC), Sport (Living Sport), Voluntary Sector (Young Lives), Youth Offending Service (CCC)

Purpose and Responsibilities:

i. To monitor and evaluate the development and implementation of Cambridgeshire's Children's Workforce Strategy
ii. To give direction to the development of the strategy
iii. To enable joint action planning
iv. To establish sub-groups as required, e.g. a task group to re-write the annual priorities
v. To agree the annual priorities
vi. To lead on strategy refresh and re-write
vii. To agree the allocation of resources to multi-agency training and development
viii. To raise awareness of, promote and embed the strategy throughout the Partnership
ix. To promote a learning culture across the Partnership
x. To secure links with key partners, within and beyond the Partnership, e.g. CWDC, TDA

Children's Workforce Learning and Development Network (meets three times a year)

Chair: General Adviser – Workforce Development (CCC)

Membership: Up to two representatives from each sector represented on the Children's Workforce Strategy Steering Group; and/or from each of the training teams in Children and Young People's Services. Additional representatives may be invited to join the group as necessary. The group is sub-group of, and accountable to, the Children's Workforce Strategy Steering Group

Purpose and Responsibilities:

i. To act as a Network for the Children's Workforce Learning and Development teams to share information and ideas
ii. To support Integrated Working/ Workforce Reform through the development of an understanding of learning and development issues
iii. To develop links between teams
iv. To support the development of a consistent and high standard learning provision across the Partnership
v. To raise awareness of, promote and embed the strategy throughout the Partnership

CWS 'Task Group' (meets Jan - March each year)

Chair: General Adviser – Workforce Development (CCC)

Membership: One representative from each sector represented on the Children's Workforce Strategy Steering Group

Purpose & Responsibilities:
The group is a sub-group of the CWS Steering Group, responsible for joint action planning on an annual basis to produce the yearly action plans.

Further information

National and Regional Organisation and Structures

In 2007 the newly created Department for Children, Schools and Families published the first ever Children's Plan: Building Brighter Futures. The plan's vision was to make this the best place in the world for children and young people to grow up; it looked at all aspects of a child's well-being and how excellent, integrated services should support families to give their children the best possible start in life.

The plan identified that the single most important factor in achieving its ambitions for children and young people was a world-class workforce, as *'excellent practice by committed and passionate workers changes young lives'*.

An expert group, made up of professionals, experts and representatives from across the workforce advised the Government on the development of a long-term strategy. The work of the expert group was informed by the questions set out in Building Brighter Futures: next steps for the Children's Workforce (April 2008) and subsequently the 2020 Children and Young People's Workforce Strategy, was published (alongside The Children's Plan: One Year On) in December 2008.

The strategy set out the Government's vision that everyone who works with children and young people should be:

- ambitious for every child and young person
- excellent in their practice
- committed to partnership and integrated working
- respected and valued as professionals

Whatever their role, the aim is to ensure that the workforce has the skills and knowledge to do the best job they possibly can to help children and young people develop and succeed across the five Every Child Matters outcomes: Being safe, Staying healthy, Enjoying and achieving, Making a positive contribution and Achieving economic well-being.

The strategy also sets out how the Government will work with Partners, and people in the workforce, to ensure that this vision is achieved and identifies the reforms that need to have impact across the whole of the children and young people's workforce as well as priorities for development in each part of it. The future priorities for the development of the whole children's workforce are identified as being:

- the strengthening of leadership and management support
- the development of coherent recruitment channels
- an understanding by all of what integrated working means for them
- a review and strengthening of the impact of the Common Core of Skills and Knowledge
- having the skills and knowledge to work in partnership with children, young people and their parents or carers
- having clear qualification, training and progression routes in all parts of the workforce and across it
- a 'safe' workforce that understands their responsibilities for safeguarding children and young people
- a workforce that is able to meet the needs of all children and young people, including those who are most vulnerable to poor outcomes

The key issues for each sector are also detailed.

The strategy sits in the context of the legislation to strengthen the legal framework for local Children's Trust arrangements and measures to improve the inspection and monitoring of local arrangements to safeguard children.

Other related plans and strategies are:

- Choice for Parents, the Best Start for Children - Ten-year Strategy for Childcare (DCSF, 2004)
- Training, Development and Support Standards for Foster Carers (CWDC, 2007)
- Aiming High for Young People - Ten-year Strategy for Positive Activities (DCSF, 2007)
- Championing children - a shared set of skills, knowledge and behaviours for managers of Integrated Children's Services (CWDC)
- Safeguarding Children – a shared responsibility (DCSF, 2007)

Further information

- Children and Young People Today (DCSF, Dec 2007)
- The Play Strategy (DCSF, Dec 2008)
- 21st Century Schools: A World-Class Education for Every Child (DCSF, 2008)
- Excellence and Fairness (DCSF, 2008) – the strategy for world class public services
- Aiming High for Disabled Children (DCSF)
- Care Matters: Time for Change for looked after and disabled children
- A High Quality Workforce – NHS Next Stage Review (2008) Children and Young People in Mind – review of CAMH services

The Expert Group reports can be found at www.dcsf.gov.uk/timetotalk

The Children's Workforce Development Council (CWDC)

The CWDC was set up in 2005 to support the implementation of the Every Child Matters – Change for Children agenda and their work supports the over half a million people in the children's workforce. The CWDC has two roles; it is part of Skills for Care and Development (SfC&D), the Sector Skills Council for social care, children and young people's workforces in the UK which addresses the skills needs of those in the CWDC's footprint. It is also a workforce reform agency and contributes and coordinates the Children's Workforce Network (CWN). The network includes others who work with children, not covered by the CWDC footprint including teachers, police and health service professionals.

Current national initiatives

This Strategy is launched at a time of unprecedented national initiatives in relation to the children's workforce, which are reflected in the Priorities and Outcomes. In summer 2009 the Social Work Task Force, which was set up by the DCSF to review front line social work practice, will report and it is certain that there will be new initiatives. Similarly, the review of Safeguarding that is underway will inevitably result in recommendations that have an impact on workforce development. It will be necessary to accommodate these national drivers, adapting and developing plans as appropriate.

Key current national initiatives include:

- Investing nearly £73 million over the next three years to enhance the capacity and skills of social workers by:
  - piloting a fast-track work based route into social work for mature professionals
  - running a campaign to encourage more people into social work in 2009/10
  - improving undergraduate and postgraduate training
  - piloting a newly qualified social work status that will offer a year of supported induction for new social workers
  - developing a graduate trainee scheme for graduates who wish to change career and become a social worker
  - developing and piloting a framework for professional development for social workers that will set out the standards and competences expected at different career stages
- Investing £305 million in early years to provide greater graduate leadership of practice in private, voluntary and independent settings towards the ambition of a graduate Early Years Professional in every full day care setting by 2015
- Investing £7.5m over three years in this and other measures to support the play workforce
- Investing £25 million in priority areas to realise improvements across the youth workforce, including a Youth Workforce Leadership and Development Programme for LA leaders charged with developing integrated youth support services and a third sector strategic partner; emerging leaders in all sectors; and front-line managers in all sectors
- Setting up a development programme for senior leaders which will offer structured training and support to every Directors of Children's Services
- Carrying out an annual self-evaluation of progress in relation to Integrated Working, using the CWDC's One Workforce Tool http://www.cwdcouncil.org.uk/one-childrens-workforce-framework.

Children and Young People's Transport Plan 2009

The Transport Plan has been developed by young people. Young people feel that the cost and availability of transport is of real concern for them, so have identified their own action plan that they have agreed with the Partnership to address these issues.

As part of this plan we will also monitor progress of the work on the LAA target focussed on how children travel to school (NI 198).

Cambridgeshire County Council will explore possible models for a concessionary bus travel scheme for children and young people aged 6-19, including potential links to the g2g card.	Director of Children's Services
The county council will liase with Stagecoach to explore the following: • Introducing an automated voice clearing system on buses to assist partially sighted young people • Ensuring that bus services can be used independently by young people with a disability • Printing timetables in larger fonts and in Braille • Improving the scope for young people to make complaints about public transport and to receive feedback about the outcome of their complaint	Director of Children's Services
The Children and Young People's Participation Strategy Group will seek to involve young people in the training of bus drivers.	Chair of the Participation Strategy Group
District councils will consider constructing new and replacement bus shelters from Perspex instead of brick.	District Councils
The county council will lead on more detailed discussions with members of Travellers Check about: • Developing a School Transport Code of Practice, with input from young people and drivers setting out mutual expectations, to be issued to school bus drivers, students and parents • Producing leaflets about safe routes to and from school bus pick-up points and lighting routes that are currently unlit and feature in a young person's journey to and from school, linking to the Safer Routes to School Initiative as appropriate • Creating more cycle paths to enable young people to cycle to school, linking with the Cycling Demonstration Town initiative where appropriate	Director of Children's Services
The Partnership will report back to members of Travellers Check by May 2009 on progress made against each of these issues.	Lead Member for Children and Young People

Support for parents and carers

Childcare Sufficiency Assessment

Cambridgeshire's first Childcare Sufficiency Assessment was carried out in 2007-08, as required by the Childcare Act 2006. Local Authorities have to undertake this work every three years, so our next Childcare Sufficiency Assessment will be carried out in 2010-11.

The assessment looks at the need for childcare across Cambridgeshire and the extent to which the supply of childcare is meeting this need. It aims to identify where there are gaps in the provision of childcare and helps plan how to support childcare providers to address these gaps. This assessment is a necessary first step towards securing sufficient childcare provision in Cambridgeshire.

The assessment involved significant consultation with all interested parties, including parents, children and young people, childcare providers, employers, nanny agencies, schools and health services.

Key priorities for the next three years resulting from the assessment for Cambridgeshire include:

- Geographical priorities (e.g. ensuring sufficient childcare provision in rural areas and new communities)
- Income and affordability
- Specific needs and access
- Extended opening hours
- Improve information gaps
- Participation

This assessment found that nearly one in every five families in Cambridgeshire currently report having difficulties accessing childcare. Work needs to be done to address this and to provide even more provision in Cambridgeshire for the forecast increase in the number of 0-4 year olds. Cambridge City, East Cambridgeshire and South Cambridgeshire will require additional nursery places and South Cambridgeshire and Cambridge City will require additional childcare provision for all age groups. The summary report can be found at: www.cambridgeshire.gov.uk/education/parents/childcare/sufficiency

Families Information Service

The Childcare Act 2006 required the county council to set up this service to provide comprehensive information to parents which will assist them in supporting their children through to their 20th birthday. The information covers services provided by health, district councils, voluntary and independent sector, government agencies and other providers as well as the county council.

The service can be accessed through:

- the website at www.cambridgeshiregov.uk/fis
- a telephone helpline 0345 045 1360
- a written directory (call 01223 717309 for a copy)
- information kiosks in some Children's Centres
- practitioners who are in everyday contact with parents and carers

The Parent Support Strategy

The Parent Support Strategy for Cambridgeshire was agreed by the Children and Young People's Strategic Partnership in September 2008. It summarised the views of 1175 parents and carers in Cambridgeshire who were consulted, and made key recommendations to CYPSP about what needed to happen to improve support.

Priorities for parents where they feel most help is needed:

- Behaviour
- Childcare
- Pregnancy and looking after a new baby
- Learning, school and school transfers
- Health and healthy eating
- Disability and special needs
- Children's mental well being and bullying
- Parent's loneliness, isolation and mental well being

The Action Plan from the strategy is now being developed and delivered by the Parenting Project Board, as a core part of the business of the CYPSP. This includes developing effective performance measures for our joint work on parenting so that we know we are making a difference. Successful delivery of the strategy will help lead to improvements across the spectrum of priorities for children and young people captured in the Big Plan 2.

A copy of the Parent Support Strategy can be accessed at www.cambridgeshire.gov.uk/childrenyoungpeople/cypsp/plansandstrategies/parentingstrategy.htm.

Safeguarding children and promoting their welfare

Partners are committed to safeguarding children and work with the Cambridgeshire Local Safeguarding Children Board (LSCB) to do this.

The LSCB is responsible for providing the strategic direction and operating framework that is needed to ensure that all those agencies, partnerships and organisations working with, supporting and providing services to children, young people, their families and their communities in Cambridgeshire focus on their responsibilities with regard to the safeguarding of children and young people.

The LSCB provides both support and challenge to the Partnership and the LSCB development plans, the Big Plan 2 and the Children's Workforce Strategy all compliment each other in addressing shared priorities.

Following Lord Laming's recent review of safeguarding and in response to government requirements, the LSCB undertook a stock-take of the safeguarding arrangements in Cambridgeshire and a strategic development plan has been developed and is now out for consultation. The draft vision, values and priorities for the LSCB are outlined on this page and the final LSCB Strategic Development Plan 2009 – 2012 will be available on www.cambslscb.org.uk

Draft Vision:
Creating a safer Cambridgeshire for children through collaboration, co-ordination and challenge.

Draft Values:
We are:

- child and family focussed
- calm in our approach
- authoritative about our knowledge
- clear about our purpose
- transparent in what we do
- collaborative in the way we work
- constructive in our approach
- rigorous about our practice

Draft Strategic Priorities:
An LSCB that:

- is passionate about safeguarding and can deliver the vision and purpose
- is fit for purpose and cares about doing the job well
- takes responsibility and is business like
- can tell the story, by developing comprehensive management information, performance management and quality assurance systems
- recognises that the work force are the solution to safeguarding children

Participation; Information sharing; Partnership arrangements.

The Participation Strategy

Involvement of children and young people, parents and carers in developing and monitoring all aspects of our service is one of our underpinning principles and the Participation Strategy sets out how we do this. We will be reviewing our existing participation strategy during 2009-10 to ensure it meets needs most effectively.

A copy of the current strategy can be accessed at: www.cambridgeshire.gov.uk/childrenyoungpeople/cypsp/plansandstrategies/cypscypsppaspart.htm

Information sharing and early identification of need

Information sharing continues to develop and be recognised across the Partnership as a vital conduit for improving the effectiveness of service provision by focusing more on the reinforcement of proportionality, judgment and transparency in the decision-making process.

Development of and embedding processes such as Common Assessment Framework, Lead Professional and targeted intervention through Children's Centres will all help to ensure that a child's needs can be identified at an early stage and will promote more effective multi-agency delivery of appropriate intervention.

Partnership arrangements

During the work on the first Big Plan, the Children and Young People's Strategic Partnership operated as the Children's Trust for Cambridgeshire. In 2009, new arrangements will come into place and a Trust Board (the Cambridgeshire Children's Trust Board) will be formally introduced. This will be chaired by the Lead Member of the county council for children and young people; an officer group chaired by the Director of Children's Services will support this work.

The Lead Member will represent the Trust on the Cambridgeshire Together Board: Cambridgeshire Together is responsible for delivery of the countywide Sustainable Community Strategy and local area agreement targets. The Trust will be responsible for representing the views and needs of children and young people to Cambridgeshire Together and for delivery of the targets relating to children and young people within the local area agreement.

There are five geographic Local Strategic Partnerships each with a Sustainable Community Strategy within Cambridgeshire: the three Children and Young People's Area Partnerships will operate as the children and young people's theme groups for these, and deliver on the area actions identified in Big Plan 2 and any other additional activity from the Sustainable Community Strategy.

Terms of reference and membership of the CYPSP can be accessed from: www.cambridgeshire.gov.uk/childrenyoungpeople/cypsp/

Children's Trust development plan

In November 2008, the Department of Children, Schools and Families provided new guidance on the role of Children's Trusts seeking to ensure faster improvements in outcomes for children and young people. This is in advance of legislation and sets new challenges and responsibilities for Trusts.

During 2009, the Partnership will develop into a formal Children's Trust, with a Board led by members, trustees and non executive directors of the partner organisations, providing strategic direction and accountability. An executive group with the senior officers from the Partnership will support the Board and ensure that work is carried out.

A working group with representatives from the current Children and Young People's Strategic Partnership and the Children and Young People Steering Group is engaged in developing the future Trust model and governance arrangements. An outline of the timescales the group is working to is shown in the table.

Roles and responsibilities drafted for the children's trust	April – June 2009
Cambridgeshire's structure, model, Governance arrangements drafted and agreed	July – September 2009
Implementation of model, ensuring existing groups can now take on any additional Trust responsibilities and reporting arrangements	October – December 2009
Cambridgeshire's Children's Trust arrangements fully implemented	January – April 2010

Risks and mitigation

Lack of engagement from Partners: our vision for the children's workforce and delivery of Big Plan 2 in Cambridgeshire can only be realised if all Partners work together	• Constantly demonstrate the potential advantages of working together to the Children and Young People's Strategic Partnership • Partner engagement in the Big Plan 2 will require key actions and monitoring progress to take place • Workforce development leads to focus on areas where joint working can bring significant, demonstrable benefits • A communications strategy to celebrate success
Partner agencies lack funding to support required developments	• Focus activity on Government funded initiatives • Consider 'invest to save' possibilities, e.g. offering Cambridgeshire programmes to other Children's Trusts on a chargeable basis • Actively seek external grants
Partner agencies lack the capacity to support required actions	• Ensure that capacity building is costed in to all Government funded initiatives • Consider joint funded posts between some (not all) Partners, in addition to the partnership-wide coordinator role • Adjust activity to manageable levels
The Government bring forward new initiatives, which they prioritise over current initiatives	• Amend outcomes and annual action plans
Proposal to create a partnership-wide, joint funded post of workforce development coordinator is not accepted	• Reduce the amount of joint activity to manageable levels • Allocate lead roles to Partner agencies
Developments in the national economy: • Reduction in funding • Increased demand for public sector jobs	• Adjust activity accordingly • Re-allocate money for recruitment initiatives to other priorities

Glossary

CAF - Common Assessment Framework. A new standardised approach to assessing children's needs for services, designed for practitioners in all agencies. See www.dfes.gov.uk/ISA/.

CAFCASS - Child and Family Court Advice and Support Service.

Cambridgeshire and Peterborough NHS Foundation Trust provides services to the 755,000 residents of Cambridgeshire and Peterborough who suffer from mental health problems.

CRB - Criminal Records Bureau. An organisation that conducts investigations of criminal records on individuals, to enable an employer to assess eligibility for appointment prior to any formal offer being made. Standard and enhanced checks may be made depending on the level of unsupervised access the individual may have to children, young people or vulnerable families.

CWDC - Children's Workforce Development Council (established July 2005). One of the five Sector Skills Councils contributing to UK Skills for Care and Development to coordinate delivery of the government's National Children's Workforce Strategy (April 2005). Covers range of sectors including early years and childcare, education welfare, learning mentors, Connexions, foster care and social care and CAFCASS

CWN - Children's Workforce Network. The full range of Sector Skills Councils working with the children's workforce, coordinated by CWDC to enable greater coherence in Government policy and planning and local delivery. Sector Skills Council membership involves, Skills for Care, Skills for Justice, Skills for Health, SkillsActive, Lifelong Learning UK, Training and Development Agency, General Social Care Council, General Teaching Council, Employers Organisation

CWS - Children's Workforce Strategy – national and local programmes to improve, recruitment, retention, reward, raise skills, performance levels and qualifications of the workforce supporting children, young people and families in order to improve services.

CYPSP - Children and Young People's Strategic Partnership

DCSF - Department for Children, Schools and Families

DDA - Disability Discrimination Act 1995

DoH - Department of Health

DWP - Department for Work and Pensions. Formerly The Department of Social Security, is the central government department with overall responsibility for the administration of financial benefits website http://www.dwp.gov.uk.

Early years. The period of time pre-birth to compulsory school age (i.e. the term after the child's fifth birthday).

Early Years Foundation Stage. The stage within the National Curriculum that comprises pre-birth up to age six (Childcare Act 2006).

Early Years Professional Status. Required qualification level (comparable with Qualified Teacher Status) for practitioners leading the Early Years Foundation Stage programmes of learning within an organisation.

HEFCE - Higher Education Funding Council for England

HEI - Higher Education Institutions

HMCI - Her Majesty's Chief Inspector

HMI - Her Majesty's Inspectorate

IAG - Information Advice and Guidance

Independent Sector. Non-statutory agencies in both the private and voluntary sectors. Also includes 'not for profit' organisations such as Housing Associations (also referred to as 'Private Sector').

INSET - In-Service Education & Training

IiP - Investors In People. This is an award that organisations can achieve (on application) if they train and induct staff to specified standards of excellence.

ISA - Independent Safeguarding Authority. The ISA assesses every person who wants to work or volunteer with children or vulnerable adults. It does this by working closely with the Criminal Records Bureau (CRB). The CRB receives applications to the ISA and gathers and monitors information. It also uses the information previously found in:

- The Protection of Vulnerable Adults (PoVA) list
- The Protection of Children Act (PoCA) list
- List 99 (a list of people considered unsuitable for work with children, held by the Department for Children, Schools and Families)

Glossary

LAC - Looked After Children. 'Looked After' is phrase used in law to describe a child being cared for by the Local Authority. A child is 'Looked After' if either they have been provided with 'accommodation' at the request of their parents or they are in the care of the authority. The responsibility of the local authority is the same for a child, whether they have been voluntarily accommodated or the subject of an Order.

Looked After Children procedures and material were introduced by the Department of Health to ensure that the planning and decision-making for each child 'Looked After' meets a high standard. The aim is to improve the quality of care provided for each child and the outcomes for them.

List 99. A list comprising names of individuals that are deemed unsuitable to be employed in any school-based capacity having unsupervised access to children, young people, especially those who may be vulnerable or at risk (see ISA).

LSCB - Local Safeguarding Children Board. The statutory mechanism (Children Act 2004) for agreeing how the relevant organisations in each local area will co-operate to safeguard and promote the welfare of children in that locality, and for ensuring the effectiveness of what they do.

LSP - Local Strategic Partnership. Partnership in local area – typically includes Health, Social Care Staff in Local Authorities, district councils and other local stakeholders.

NCSL - National College for School Leadership

NPQH - National Professional Qualification for Headship

NPQICL - National professional Qualification for Integrated Centre Leadership

NQT - Newly Qualified Teacher. A person in his or her first year of teaching after successfully completing a training course.

NVQ - National Vocational Qualification. A system of qualification developed in order to validate the competence of experienced, skilled members of staff. The scheme is a voluntary one but any qualification gained has a national recognition. Assessed competence is measured in 5 levels.

OFSTED - Office for Standards in Education

PGCE - Post Graduate Certificate of Education

PLA - Pre-School Learning Alliance

PQ - Post Qualification

Practitioner. A member of staff from any agency involved in the assessment and/or delivery of care, e.g., Early Years educator/carer, Social Workers, District Nurse, Home Care Assistant, Occupational Therapist, General Practitioner.

Private Sector Collective. Label for the range and variety of agencies which are not public, statutory or voluntary and are profit making organisations within the independent sector. Agencies which are not included within this grouping are sole traders, partnerships and companies.

PoCA - Protection of Children Act list (see ISA)

PoVA - Protection of Vulnerable Adults (see ISA)

PVI - Private, Voluntary and Independent

QCA - Qualifications and Curriculum Authority

Safeguarding. 'The process of protecting children from abuse or neglect, preventing impairment of their health and development, and ensuring they are growing up in circumstances consistent with the provision of safe and effective care which is undertaken so as to enable children to have optimum life chances and enter adulthood effectively' (Working Together 2006).

TDA - Training and Development Agency. For schools (formerly Teacher Training Agency).

TF - Transformation Fund. A targeted resource provided to Local Authorities to implement local workforce strategies in support of the strategic priorities set out in the Children and Young People's Plan. It is a two-year initiative, 2006-2008, committed to transforming the quality of childcare without compromising affordability for parents. It aims to move toward parity between the maintained and private, voluntary and independent sector (PVI) by boosting the qualification of early years staff in PVI settings to create a high quality and diverse workforce.

Warner interview technique. Also known as personal or preliminary interviews. Personal Interviews precede the formal interview process and are used to explore the suitability of candidates, in relation to their attitudes and values, to work with children.

Workforce. The group of people, paid and voluntary, within occupational groups that offer services to individuals or groups in a community.

YOS/T - Youth Offending Service/Team

YP - Youth Parliament

Acknowledgements and useful contacts

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- The work of all those children and young people, parents and carers involved in consultations throughout the year that have informed the priorities that make up the Big Plan 2 and Children's Workforce Strategy
- The support from practitioners and managers from councils, health providers, voluntary and community sector, police, schools and colleges in designing the Big Plan 2 action plans
- The individuals and organisations, focus groups of children and young people, who gave feedback on the plans before they were finalised as the Big Plan 2

The Big Plan 2 is available to download at www.thebigplan2.co.uk

If you would like copies of these publications, a copy in large print format, or an alternative language to English, please contact:

Dawn Rogers
Tel: 01223 699220
Email: dawn.rogers@cambridgeshire.gov.uk

The Big Plan 2 has been printed on:

Text pages
Revive: 100 pure white uncoated - a recycled grade containing 100% post consumer waste and manufactured at a mill accredited with ISO 14001 environmental management standard. The pulp used in this product is bleached using an Elemental Chlorine Free process.

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Useful contacts:

For further information regarding the Big Plan 2, please contact Mary Whitehand:

Cambridgeshire County Council
Children and Young People's Services
Head of Planning and Performance
Castle Court
Castle Hill
Cambridge
CB3 0AP
www.thebigplan2.co.uk
mary.whitehand@cambridgeshire.gov.uk
Tel: 01223 699220

For further information regarding the Children's Workforce Strategy 2009-12, please contact Keith Grimwade:

Cambridgeshire County Council
Children and Young People's Services
Head of Professional Development Services
Stanton House
Stanton Way
Huntingdon
Cambridgeshire
PE29 6XL
www.cambridgeshire.gov.uk
pds@cambridgeshire.gov.uk
Tel: 01480 375870